

FACTORS CONTRIBUTING TO LACK OF DISCIPLINE IN SELECTED SECONDARY SCHOOLS IN THE MANGAUNG AREA OF BLOEMFONTEIN AND POSSIBLE SOLUTIONS

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SECONDARY SCHOOLS IN THE MANGAUNG AREA OF BLOEMFONTEIN
AND POSSIBLE SOLUTIONS**

By

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2005**

DEDICATION

This study is dedicated to my family, especially my mother Nokwakhe Ndamani, my sister Nokwenzani, my son Sabelo, my late brother and sister Mhlupheki and Nozakuthini Mafilika.

DECLARATION

I, PATRICIA LULAMA NDAMANI, of the School of Teacher Education, Central University of Technology, Free State, Bloemfontein, solemnly declare that the copy of this dissertation submitted by me on 09th JANUARY 2006 is original. It is no way the work of someone else. The research is the result of my efforts through the guidance of my supervisor.

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My profound gratitude also goes to the principals of the four selected public secondary schools, who allowed me entry into their schools and made their teaching staff and their learners available for completing the questionnaires. I am deeply indebted to the educators and the learners of the selected schools who assisted me in this study. I would like to express my gratitude to all of them, because without their assistance, this study would not be completed successfully.

ABSTRACT

The study is about the factors contributing to the lack of discipline in secondary schools in the Mangaung Area of Bloemfontein in the Free State province and possible solutions. The main aim of the study was to investigate the factors which contribute to the lack of discipline in secondary schools. The instrument that was used to collect data in this study was a questionnaire. The researcher also explained why the use of questionnaires was preferred over other instruments.

The results of the study reveal that there are various factors which contribute to the lack of discipline. Some of the factors which contribute to the lack of discipline include: non-involvement of the parents; children, who due to various circumstances, stay at home alone without parent supervision; educators involved in inappropriate relationships with the learners; low self-esteem on the part of the learners; children rights that are over-emphasised, drugs and lack of interest in extra-curricular activities.

The results also indicated some possible solutions to the problem of discipline in schools. These include: parental involvement in education; re-instating corporal punishment; the revision of the admission policy; the development of clear policies on how to use disciplinary measures in schools and educating learners about their rights and responsibilities.

The following recommendations to reduce disciplinary problems were made by the researcher: Motivation and empowerment of educators; involvement of parents; ending inappropriate relationships between the educators and the learners; involving the police in fighting gangsterism in schools; involving counsellors and social workers on the issue of substance abuse in schools; teaching children about their rights and reducing the large number of learners in overcrowded classes.

TABLE OF CONTENTS

DEDICATION	(i)
DECLARATION	(ii)
ACKNOWLEDGEMENTS	(iii)
ABSTRACT	(iv)

CHAPTER I

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1	INTRODUCTION	1
1.2	BACKGROUND OF THE STUDY	2
1.3	THE SIGNIFICANCE AND IMPORTANCE OF THE STUDY	3
1.4	STATEMENT OF THE PROBLEM	4
1.5	THE AIM OF THE STUDY	4
1.6	SPECIFIC OBJECTIVES	4
1.7	THEORETICAL RATIONALE	5
1.7.1	The child	6
1.7.2	The home and the parents	7
1.7.3	The society	7
1.7.4	The school	8
1.7.5	The curriculum	8
1.7.6	The educator	8
1.8	DEFINITION OF TERMS	9
1.8.1	Discipline	9
1.8.2	Lack of discipline	10
1.8.3	Lack of resources	10
1.8.4	Overcrowding	10
1.9	HYPOTHESES	11
1.10	RESEARCH QUESTIONS	11
1.11	RESEARCH DESIGN	12
1.11.1	Population and sample	12
1.11.2	Data Collection	13

1.11.2.1 Questionnaire	13
1.11.2.2 Interview	15
1.12 DATA ANALYSIS	16
1.13 LIMITATIONS OF THE STUDY	17
1.14 SUMMARY	18

CHAPTER II

REVIEW OF LITERATURE

2.1 INTRODUCTION	19
2.2 GOOD BEHAVIOUR	20
2.2.1 Suggestions for maintaining good behaviour	20
2.2.1.1 Set and maintain standards	20
2.2.1.2 Prepare thoroughly for each class	21
2.2.1.3 Make sure that learners are attentive before beginning a lesson	21
2.2.1.4 Make provisions for learner activity	21
2.2.1.5 Use a variety of procedures	22
2.2.1.6 Know and treat your learners as individuals	22
2.2.1.7 Be just in dealing with learners	22
2.2.1.8 Have a sense of humour	23
2.3 BAD BEHAVIOUR OR BAD DISCIPLINE	23
2.4 TYPES OF BAD BEHAVIOUR OR BAD DISCIPLINE	24
2.4.1 Aggressive behaviour	24
2.4.1.1 Types of aggression	24
2.4.1.2 Categories of aggression	25
2.4.2 Disruptive behaviour	25
2.4.3 Non-compliance	26
2.4.3.1 Compliance versus non-compliance	26
2.4.3.2 Categories of non-compliance	27
2.4.4 Hyperactivity	27
2.4.5 Lack of attention	28
2.4.5.1 Attention versus inattention	29
2.4.6 Conduct disorder	29

2.4.6.1 Behaviour associated with conduct disorder	30
2.4.7 Impulsivity	31
2.5 MODELS OF DISCIPLINE	31
2.5.1 Reality therapy	32
2.5.2 Assertive discipline	33
2.5.3 Punishment	35
2.6 FACTORS CONTRIBUTING TO LACK OF DISCIPLINE	36
2.6.1 The home environment	36
2.6.1.1 Damage to self-concept	37
2.6.1.2 Attention deprivation	38
2.6.1.3 Love deprivation	39
2.6.1.4 Excessive control	40
2.6.1.5 Socio-economic background	40
2.6.2 The parents	42
2.6.3 Measures to prevent a lack of discipline	43
2.6.3.1 Commitment	43
2.6.3.2 Planning	43
2.6.3.3 High behavioural expectations	44
2.6.3.4 Classroom procedures	44
2.6.3.5 Clear and broad rules	45
2.6.3.6 Warm school climate	45
2.6.3.7 A visible supportive principal	45
2.6.3.8 Delegation of disciplinary authority to educators	46
2.6.4 Reactive measures to the lack of discipline	46
2.6.4.1 Reporting and detention	46
2.6.4.2 Suspension and expulsion	47
2.6.5 The society	49
2.6.5.1 Gang activity and drugs	49
2.6.5.2 Peer pressure	50
2.6.5.3 Technology	51
2.6.5.4 Racial and class conflicts	52
2.6.6 The school	53
2.6.6.1 The school organisation	53

2.6.6.2 The school personnel	54
2.6.6.3 Instruction without context	55
2.6.6.4 Failure to teach thinking skills	56
2.6.6.5 Non-acceptance	56
2.6.6.6 Competitive grading	57
2.6.6.7 Excessive coercion	58
2.6.6.8 Punishment	59
2.6.6.9 Overcrowding	59
2.6.6.10 Elimination of corporal punishment	61
2.6.6.11 Inconsistency in disciplining the learners	62
2.7 SOLUTIONS TO THE LACK OF DISCIPLINE	63
2.7.1 Measures for ensuring desired learner behaviour	63
2.7.2 Parental involvement	65
2.7.2.1 The importance of parental involvement	66
2.7.3 Areas of parental involvement	66
2.7.3.1 Parental involvement as an administrative component of education	67
2.7.3.2 Parental involvement as an instructional component of education	68
2.7.4 School rules	70
2.7.4.1 The function of school rules	71
2.7.5 Behaviour policy	72
2.7.6 Counselling	73
2.7.7 The educator's role in counselling	74
2.7.8 Special schools	75
2.8 SUMMARY	76

CHAPTER III

RESEARCH METHODOLOGY

3.1 INTRODUCTION	77
3.2 THE RESEARCH DESIGN	77
3.3 THE METHOD OF RESEARCH	77

3.4	POPULATION	78
3.5	SAMPLE	78
3.5.1	Sample characteristics	79
3.6	GAINING ACCESS	79
3.7	DATA COLLECTION	80
3.7.1	The interview	81
3.7.2	The questionnaire	82
3.8	THE PILOT STUDY	84
3.9	DATA ANALYSIS	85
3.10	SUMMARY	87

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

4.1	INTRODUCTION	88
4.2	THE EDUCATORS BIOGRAPHICAL DATA	89
4.2.1	Responses according to age	89
4.2.2	Qualifications	90
4.2.3	Experience	91
4.2.4	Gender	92
4.3	FACTORS CONTRIBUTING TO LACK OF DISCIPLINE	93
4.3.1	Parental influence	93
4.3.2	Rejection of children	94
4.3.3	Failure to control children	95
4.3.4	Control	96
4.3.5	Relationships	96
4.3.6	Communication	97
4.3.7	Society	98
4.3.8	Background	99
4.3.9	Disadvantaged families	100
4.3.10	Aspirations and opportunities	101
4.3.11	Overcrowding	102
4.3.12	Individual attention	103

4.3.13	Teaching methods	104
4.3.14	Corporal punishment	105
4.3.15	No punishment	106
4.3.16	Inconsistency	106
4.3.17	Policies	107
4.3.18	Relationships	108
4.3.19	Attitude	109
4.3.20	Rejection	109
4.3.21	Peer pressure	110
4.3.22	Disciplined children	111
4.3.23	Poor relationships	112
4.3.24	Technology	113
4.3.25	Television programmes	113
4.4	POSSIBLE SOLUTIONS	114
4.4.1	Good relationships	114
4.4.2	Regular communication	115
4.4.3	Responsibility	116
4.4.4	Rules	117
4.4.5	Educators and learners	118
4.4.6	Consistency	119
4.4.7	Schools	120
4.4.8	Counselling	120
4.4.9	Ignoring minor misbehaviour	122
4.4.10	Reward	123
4.5	THE LEARNER'S BIOGRAPHICAL DATA	124
4.5.1	Age	124
4.5.2	Grade	125
4.5.3	Gender	127
4.6	FACTORS CONTRIBUTING TO LACK OF DISCIPLINE	128
4.6.1	Parents	128
4.6.2	Communication	128
4.6.3	Control	129
4.6.4	Excessive control	130

4.6.5	Neglect	131
4.6.6	Relationships	131
4.6.7	Society	132
4.6.8	Background	133
4.6.9	Family	133
4.6.10	Overcrowding	134
4.6.11	Small classes	135
4.6.12	Individual attention	135
4.6.13	Disciplinary problems	136
4.6.14	Teaching methods	137
4.6.15	Teaching aids	138
4.6.16	Behaviour	138
4.6.17	Attitude	139
4.6.18	Rejection	140
4.6.19	Corporal punishment	140
4.6.20	No punishment	141
4.6.21	Consistency	142
4.6.22	Inconsistency	143
4.6.23	Peer pressure	143
4.6.24	Poor relationships	144
4.6.25	Television	145
4.7	POSSIBLE SOLUTIONS	146
4.7.1	Relationships	146
4.7.2	Educators and learners	147
4.7.3	Learners	147
4.7.4	Communication	148
4.7.5	Discipline	149
4.7.6	Rules	149
4.7.7	Developing rules	150
4.7.8	Consistency	151
4.7.9	Counselling	151
4.7.10	Reward	152
4.7.11	Special schools	153

4.8	OPEN-ENDED QUESTIONS	154
4.8.1	Educator responses – Factors contributing to the lack of discipline	154
4.8.1.1	Non-involvement of parents	154
4.8.1.2	Drugs	154
4.8.1.3	Rights	155
4.8.1.4	Absent parents	155
4.8.1.5	Intimate relationships between educators and learners	156
4.8.1.6	Age of learners	156
4.8.1.7	Other factors	157
4.8.2	Possible solutions	157
4.8.2.1	Parent involvement	157
4.8.2.2	Corporal punishment	158
4.8.2.3	Policies on discipline	159
4.8.2.4	Other possible solutions	159
4.8.3	Learner responses – Factors contributing to lack of discipline	160
4.8.3.1	Inappropriate relationships between the educators and the learners	160
4.8.3.2	Drugs	161
4.8.3.3	Age	161
4.8.3.4	Other factors	162
4.8.4	Possible solutions	163
4.8.4.1	Stopping inappropriate relationships between the educators and the learners	163
4.8.4.2	Learners should be treated equally	163
4.8.4.3	Other solutions	164
4.9	SUMMARY	164

CHAPTER V

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1	INTRODUCTION	166
5.2	SUMMARY OF THE STUDY	166

5.3	THE AIM OF THE STUDY	167
5.4	SPECIFIC OBJECTIVES	167
5.5	THE HYPOTHESES	167
5.6	RESEARCH QUESTIONS	169
5.7	DISCUSSION OF FINDINGS	169
5.7.1	Findings on the research questions	170
5.7.2	Findings on the objectives of the study	173
5.7.3	Findings on the hypotheses of the study	174
5.7.4	Discussions of the open-ended questions	176
5.8	CONCLUSION	177
5.9	RECOMMENDATIONS	179
5.10	FUTURE RESEARCH	181
	BIBLIOGRAPHY	182

LIST OF TABLES

Table 4.1	Age of respondents	88
Table 4.2	Qualifications of the respondents	90
Table 4.3	Experience of the educators	91
Table 4.4	Gender of the respondents	92
Table 4.5	Influence of Parents	94
Table 4.6	Rejection by parents	94
Table 4.7	Failure of parents to exercise control	95
Table 4.8	Excessive Control	96
Table 4.9	Poor relationships	97
Table 4.10	Communication breakdown	98
Table 4.11	Influence of society	99
Table 4.12	Socio-economic background	100
Table 4.13	Socially and economically disadvantaged children	101
Table 4.14	Limited aspirations and opportunities	102
Table 4.15	Overcrowding in schools	103
Table 4.16	No individual attention	103
Table 4.17	Lack of variety in teaching methods	104
Table 4.18	Abolition of corporal punishment	105

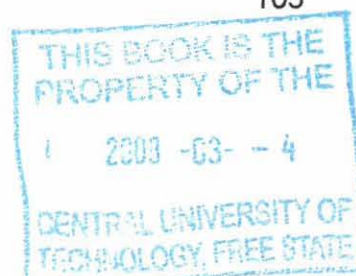


Table 4.19 Educators cannot punish the learners	106
Table 4.20 Inconsistency in disciplinary measures applied	107
Table 4.21 No clear policies on disciplining the learners	107
Table 4.22 Poor relationships between educators and learners	108
Table 4.23 Attitude of teachers towards the learners	109
Table 4.24 Rejection of learners by educators	110
Table 4.25 Peer pressure is one cause of discipline problems	111
Table 4.26 Disciplined children may misbehave	111
Table 4.27 Poor relationships amongst peers	112
Table 4.28 Technology influences the behaviour of the learners	113
Table 4.29 Influence of television programmes on children	114
Table 4.30 Good relationships between the home and the school	115
Table 4.31 Communication between the home and the school	116
Table 4.32 Discipline should be the responsibility of the educators and the parents	117
Table 4.33 Clear rules	118
Table 4.34 Rules should be developed by the educators and the learners	119
Table 4.35 Ensuring consistency in discipline	120
Table 4.36 Special schools	121
Table 4.37 Learners with behavioural problems can be counselled	122
Table 4.38 Ignoring some forms of misbehaviour	123
Table 4.39 Rewarding desirable behaviour	123
Table 4.40 Age of the respondents	124
Table 4.41 Grade of the respondents	126
Table 4.42 Responses according to gender	127
Table 4.43 Parental influence	128
Table 4.44 Communication breakdown	129
Table 4.45 Failure of parents to exercise control	129
Table 4.46 Parents who exercise excessive control	130
Table 4.47 Neglected children	131
Table 4.48 Poor relationships	132
Table 4.49 Influence of the society	132

Table 4.50 Socio-economic background	133
Table 4.51 Disadvantaged families	134
Table 4.52 Overcrowding in classes	134
Table 4.53 Management of smaller classes	135
Table 4.54 Individual attention is ignored in big classes	136
Table 4.55 Reduction of disciplinary problems	136
Table 4.56 No variety in teaching methods used in class	137
Table 4.57 Lack of variety in teaching aids used in class	138
Table 4.58 Behaviour of educators	139
Table 4.59 Attitude of the educators towards the learners	139
Table 4.60 Rejection of learners by educators	140
Table 4.61 Abolition of corporal punishment	140
Table 4.62 Learners misbehave because they are not punished	141
Table 4.63 Consistent disciplinary measures	142
Table 4.63 Inconsistency in disciplining the learners	143
Table 4.64 Peer pressure is one cause of discipline problems	144
Table 4.65 Poor relationships amongst peers	144
Table 4.66 Television programmes	145
Table 4.67 Good relationships between parents and children	146
Table 4.68 Good relationships between educators and learners	147
Table 4.69 Good relationships amongst learners	148
Table 4.70 Communication between the home and the school	148
Table 4.71 Discipline is the responsibility of parents and educators	149
Table 4.72 School rules	150
Table 4.73 Educators and learners should develop rules	150
Table 4.74 Consistency in discipline	151
Table 4.75 Counselling minimise discipline problems	152
Table 4.76 Rewarding desirable behaviour	152
Table 4.77 Developing special schools for children with behavioural problems	153

LIST OF FIGURES

Figure 4.1 Age of respondents	88
Figure 4.2 Qualifications of the respondents	91
Figure 4.3 Experience of the educators	92
Figure 4.4 Gender of the respondents	93
Figure 4.5 Age of the respondents	125
Figure 4.6 Grade of the respondents	126
Figure 4.7 Responses according to gender	127

LIST OF APPENDICES

APPENDIX A – A letter which requested for permission to conduct research

APPENDIX B – A letter of approval to conduct research from the CUT

APPENDIX C – A letter of the registration of research project

APPENDIX D – Letters to the schools

APPENDIX E – Letter to the parents

APPENDIX F – Educator questionnaire

APPENDIX G – Learner questionnaire

CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

A lack of discipline is one of the problems experienced by educators in schools. Various factors contribute to these disciplinary problems. Some of these factors include a lack of resources, socio-economic background of the learners whose background prevents them from showing maximum potential in their studies and poor management in schools. The observation made by education analysts is that schools found in poor areas or communities produce poor results. Few education analysts argue against this fact because there are some schools which have gone to produce very good results found in poor areas (Tleane, 2001:1).

According to Mwamwenda (1995:311), there are many causes of lack of discipline in schools. He argues that "misbehaviour in school and the classroom may originate from the child himself or herself, the school, the society, the curriculum, the child's parents or the educators."

One way to understand classroom control, according to Burden (1995:16-20), is to understand why students misbehave. In some cases the reasons are complex and personal, and perhaps beyond one's comprehension or control. A certain lack of discipline arises from common general causes that can be anticipated. However misbehaviour is not entirely internally caused, but is the result of the interaction between the individual and the environment. Specifically, the physiological, physical and psychological environments combine to affect behaviour.

The physiological environment includes those biophysical variables that affect behaviour, such as: illness; nutritional factors; neurological functioning; temperament; genetic abnormalities; physical disabilities and drugs or medication. The physical environment includes elements of the setting that

are used or present in everyday living. These can be viewed in four categories, that is, resources or conditions in the home and community, school factors, classroom arrangements and instructional materials. The psychological environment comprises of factors such as values, motivation, preferences and conditioning history (Burden, 1995: 19-20).

Edwards (2000: 5) argues that educators can often be overwhelmed by the disciplinary problems with which they have to deal and as a result can cause some of these problems themselves. However, many of the problems they face are an outgrowth of problems at home, society and the school.

Even though some schools perform exceptionally well under difficult circumstances, that does not mean that there are no disciplinary problems in schools. The fact remains that schools do experience disciplinary problems. So an investigation in this regard was necessary as it indicated factors contributing to a lack discipline in schools.

1.2 BACKGROUND OF THE STUDY

A lack of discipline in secondary schools is a problem that is faced by the educators on a daily basis. It is not just a problem for educators, but also for other learners who want to learn as learners with bad behaviour disrupt education. These learners are the ones that cause trouble by doing such things as insubordination, talking out of turn, making noise, abusing drugs etc. After looking at all the problems that educators are faced with in secondary schools, one could see that the only real solution to the problem would be to deal with the problem.

The only way to eliminate the problem of discipline in secondary schools would be to deal with the problem itself, and that is why a study was undertaken to investigate the causes of disciplinary problems in secondary schools. It was important to identify the factors which contribute to a lack of discipline, because it would be impossible to develop the means to solve disciplinary problems if the cause of the problems was not identified.

Tackling poor or bad behaviour is as much part of improving learner performance as good teaching. There are two reasons why the behaviour issue should be tackled. First, education is about values as well as knowledge and skills. Values such as respect, courtesy and consideration are the foundations of a civil society. That includes respect for others, and respect for authority. Heads of schools, educators and other staff members deserve respect. There can never be any justification for subjecting them to bad behaviour. The educators who are leaving the teaching profession have cited bad behaviour as one of the main reason for leaving the profession. They highlight a lack of respect in too many schools. It is important to restore respect for educators, learners and other staff members in the schools (Clarke, 2002:1).

The second reason for tackling the behaviour issue is that, if it is not addressed early on, both the learners themselves and the society will suffer. Children need clear boundaries. Boundaries that adults, that is, parents as well as educators must set. So, adults cannot abdicate their responsibility when children move outside those boundaries. To do that is to betray children, because the consequences of bad behaviour are damaging (Clarke, 2002:2). This means the parents and the educators should form a partnership and fight disciplinary problems in schools together.

1.3 THE SIGNIFICANCE AND IMPORTANCE OF THE STUDY

A lack of discipline in secondary schools is a concern to educators, parents and the learners. The educators find it difficult to deal with the disciplinary problems as corporal punishment was abolished. The findings of this study would assist the educators in dealing with the problem of discipline in schools as it outlines what causes a lack of discipline in secondary schools. The possible solutions to the problem of discipline are also outlined.

The results will make the authorities in the Department of education and the parents aware of the disciplinary problems encountered by the educators in secondary schools. This study will make them aware of the factors

contributing to lack of discipline in secondary schools and the recommended solutions to the disciplinary problems. This information will then assist the authorities and the parents to make informed decisions on the role that they can play in helping the educators eliminate disciplinary problems in secondary schools.

1.4 STATEMENT OF THE PROBLEM

Lack of discipline in schools holds serious repercussions for education in South Africa. Various factors, however, contribute to a lack of discipline in schools. Some of these factors are intrinsic to the learner, while others are extrinsic.

The research problem that the present study addresses is to determine factors that contribute to the lack of discipline in public secondary schools in the Mangaung Area of Bloemfontein.

1.5 THE AIM OF THE STUDY

The aim of the study was to determine which external factors contribute to a lack of discipline in secondary schools.

1.6 SPECIFIC OBJECTIVES

- 1.6.1 To determine whether the lack of resources in schools contributes to a lack of discipline in secondary schools.
- 1.6.2 To determine whether overcrowding in classrooms contributes to a lack of discipline in secondary schools.
- 1.6.3 To determine whether the socio-economic background of learners is a contributing factor to a lack of discipline in secondary schools.
- 1.6.4 To determine whether the home environment contributes to a lack of discipline in school.
- 1.6.5 To determine whether the school contributes to a lack of discipline.
- 1.6.6 To determine whether the society contributes to a lack of discipline.

1.7 THEORETICAL RATIONALE

The problem of discipline is not new in schools. Learners defy the educators' authority, therefore creating a state of tension and hostility. Such problems can be resolved, and a study of the factors contributing to a lack of discipline will help to achieve this.

According to Burden (1995:16-20), a lack of discipline, in some instances arises from common general causes that can be anticipated. For him, the behaviour of a person is the result of the interaction between the individual and the environment. The physiological, physical, and psychological environments combine to affect behaviour.

The physiological environment includes those biophysical variables that affect behaviour, such as: illness; nutritional factors; neurological functioning; temperament; genetic abnormalities; physical disabilities and drugs or medication. The physical environment includes elements of the setting that are used or present in everyday living. These can be viewed in four categories, that is, resources or conditions in the home and community, school factors, classroom arrangements and instructional materials. The psychological environment comprises of factors such as values, motivation, preferences and conditioning history (Burden, 1995: 19—20).

Mwamwenda (1995:311) argues that there are many causes for a lack of discipline in secondary schools. "Misbehaviour in school and the classroom may originate from the child himself or herself, the school, the society, the curriculum, the child's parents or the teachers."

1.7.1 The child

According to Mwamwenda (1995:311) “a number of child-related factors may be responsible for the learners’ misbehaviour”. First, he or she may have been raised to behave in ways which are not in accordance with the behaviour expected of him or her at school. It is also common for a child to misbehave in order to conform to peer expectations and avoid rejection

The child may misbehave because of their own personality traits. For example, they may be aggressive, have feelings of inferiority, be conceited and bully other children (Kruger and Van Schalkwyk, 1997:117).

1.7.2 The home environment and parents

Frustrations at home may also result in misbehaviour. A child who does not receive love and good care from his or her parents is likely to have no respect for them and may well extend this perception of adults to all other figures of authority in his or her life, including teachers and the school itself. It also happens that a child becomes so preoccupied with problems at home, for example, marital problems experienced by the parents, that the child is unable to concentrate at school and, as a result, transgresses school regulations. A child’s behaviour may also be affected by the parents’ economic status. For example, he or she may sometimes miss school in order to work to help supplement their income. Parents themselves may also foster misbehaviour by their children. They often interfere in what the educator is doing and refuse to allow their children to be punished (Mwamwenda, 1995: 311-312).

According to Kruger and Van Schalkwyk (1997:117) when a learner’s home life does not promote good discipline, the teacher will find it difficult to rectify this problem. Domestic circumstances which may give rise to behavioural problems at school include parents with unstable personalities, alcoholism, poor economic conditions, a disturbed family life, a lack of love and caring, a lack of interest in each other, emotional pressure from parents to achieve or a lack of discipline at home.

1.7.3 Society

Society, too, must bear its responsibility for the misbehaviour of children at school, because what happens at school is merely a reflection of what is going on in society. Through the media, children are exposed to violence and see their peers and adults defying authority. They model such behaviour and apply it to their relationships with other children at school and with the school itself (Mwamwenda, 1995:312).

Kruger and Van Schalkwyk (1997:117) allege that the social factors which influence the behaviour of the learners include, negative environmental factors, provocation, negative peer pressure, as well as social factors in the classroom, such as an untidy classroom, poor teaching facilities and poor management practices.

1.7.4 The school

Mwamwenda (1995: 312) states that for various reasons, schools may also be sources of a lack of discipline and misbehaviour amongst learners. The school rules and regulations may not only be rigid and strict, but also unnecessary. Overcrowded classrooms may also be a factor which contributes to lack of discipline in schools. If classes are large and crowded, it is difficult for the teachers to maintain control. Another factor affecting discipline in schools is the authority vested in the educator, because in some schools certain disciplinary measures may be administered by the principal only. The principal is only one person with limitations on his time, and it is too much to expect him to cope single-handedly with all the disciplinary problems in the school.

Kruger and Van Schalkwyk (1997:117) argue that a negative school climate will affect learner behaviour in much the same way as the climate in the classroom. This means that the negative school climate will affect the behaviour of the learner negatively. The school's management should strive to establish a school environment in which discipline is maintained.

1.7.5 The curriculum

For many children, obtaining an education qualification is a prerequisite for securing a good job. In recent years, more children have completed their primary and secondary education. The creation of employment has not kept up with the increase in the number of learners graduating from primary and secondary schools, so the supply is greater than the demand. Therefore, many such learners are unable to find work in either the public or the private sector, which implies that the curriculum offered by schools is irrelevant to one of their most important needs. This can be a source of misbehaviour at school (Mwamwenda, 1995:312).

1.7.6 The educator

Educators seldom acknowledge their culpability for disciplinary problems at school. The blame is usually laid on the learners and their parents. However, educators can cause children to misbehave as a result of the way in which they interact with them at school, particularly in the classroom. Some educators have very little regard for the learners' feelings and they ridicule, belittle and humiliate them, which does not contribute to the establishment of a positive relationship between the educator and his or her learners. Educators cannot expect their learners to like and respect them if they do not like and respect them in return (Mwamwenda, 1995:312).

Edwards (2000: 5) argues that educators can often be overwhelmed by the disciplinary problems with which they have to deal. These disciplinary problems include aggressive behaviour, disruptive behaviour, non-compliance etc. The educators can cause some of these problems themselves. However, many of the problems they face are an outgrowth of problems at home, society and the school.

Most of the authors mentioned above have more or less the same views about what causes disciplinary problems in schools. The researcher is in agreement with the statements made by some of the authors that these

problems are caused by various factors. It is therefore important for the researcher to identify which of the factors mentioned by the authors contribute to a lack of discipline in secondary schools.

1.8 DEFINITION OF TERMS

1.8.1 Discipline

According to Jacobs and Gawe (1996:38) "discipline refers to an educator-directed activity whereby the educator seeks to lead, guide, direct, manage or confront a learner about behaviour that disrupts the right of others, be they educators or learners".

Wakefield (1996: 36) defines discipline as "an intervention to stop misbehaviour".

The above definitions explain discipline as a form of punishment to the learners, in order to get the learners to do what the educators require them to do.

The following definitions of discipline explain discipline as a method of training that develops self-control, character and orderliness in learners.

Dembo (1994: 285) states that "discipline is used to indicate the degree to which the learners who behave appropriately, are involved in classroom activities and are task-oriented".

Kruger and Van Schalwyk (1997: 114) allege that "discipline in school context can be defined as a state of order in the classroom or school that permits learning to proceed smoothly and productively".

For the purpose of the study, discipline refers to the orderly activities of people involved in teaching and learning, which leads to achieving teaching and learning goals.

1.8.2 Lack of discipline

According to Olsen and Cooper (2001:130) a lack of discipline refers to disruptive behaviour in the classroom.

A lack of discipline is any learner behaviour that is perceived by the educator to compete with or threaten the academic actions at a particular moment (Burden, 1995: 15).

1.8.3 Lack of resources

A lack of resources, according to Kruger and van Schalkwyk (1997: 85), refers to a lack of means, such as desks, notice-boards and other apparatus necessary in the school environment.

According to Thapa and Singh (2003:1) lack of resources refers to the virtual absence of teaching-learning materials, inadequate physical facilities and scarcity of trained educators.

1.8.4 Overcrowding

Overcrowding refers to many learners in the classroom (Kruger and van Schalkwyk, 1997: 85).

Overcrowding refers to a situation when the schools exceed their capacity and many of them have to give up libraries, art and music rooms, as well as science and computer labs to create additional space for learners (New Fair Immigration Report, 2003:1).

1.9 HYPOTHESES

The research tested the following set of hypotheses:

- 1.9.1 A lack of resources contributes to a lack of discipline in secondary schools.
- 1.9.2 Overcrowded classrooms lead to a lack of discipline in secondary schools.
- 1.9.3 The socio-economic background of learners contributes to a lack of discipline in secondary schools.
- 1.9.4 The home of the child contributes to a lack of discipline in schools.
- 1.9.5 The school contributes to disciplinary problems experienced in schools.
- 1.9.6 The society in which the child lives contributes to a lack of discipline in schools.

1.10 RESEARCH QUESTIONS

The research attempted to answer the following questions:

- 1.10.1 Does the socio-economic background of the learner contribute to a lack of discipline in secondary schools?
- 1.10.2 Does the lack of resources in secondary schools contribute to a lack of discipline?
- 1.10.3 Does the overcrowding of learners in the classroom contribute to a lack of discipline in secondary schools?
- 1.10.4 Do parents contribute to some of the disciplinary problems experienced in schools?
- 1.10.5 Does the school contribute to disciplinary problems experienced in schools?
- 1.10.6 Does the society in which the child lives contribute to a lack of discipline in schools?

1.11 RESEARCH DESIGN

The research approach that was used in this study was quantitative. There are two research approaches, namely quantitative and qualitative. The most obvious distinction between them is the form of data presentation. The quantitative research approach presents statistical results represented with numbers and the qualitative approach presents facts in narration with words (McMillan and Schumacher, 1993:14-15).

The researcher chose the quantitative research approach because it is easy to analyse data in quantitative research. The method which will be used in this research is the survey. Often the purpose of a survey is simply to determine how people feel about a particular issue. Other surveys may attempt to find out the effect of some event on people's behavior (McBurney, 1994:193). Survey research uses questionnaires or interviews to describe characteristics of populations. The survey research attempts to collect data about larger populations. Surveys may lead to simple frequency counts or to more complicated relational analysis (Scott and Robin, 1996: 55). The researcher chose this research method because surveys are the best to use when collecting data in a large population, as the researcher's population included the educators and learners in four secondary schools.

1.11.1 Population and Sample

The population refers to the entire group of people, events or things of interest that the researcher wishes to investigate. A sample is a subset of the population. It comprises some members selected from the population. In other words some, but not all, elements of the population would form the sample (Sekaran, 1992:225).

The population for this study included the educators and learners of all public secondary schools situated in the Mangaung area of Bloemfontein in the Free State Province. The sample for the study included educators and learners of four public schools situated in the Mangaung area of Bloemfontein. The

researcher chose public schools because these schools, like all other schools, still experience problems when it comes to discipline. To select the sample the researcher made use of stage sampling. This means a number of schools were selected at random, and from these schools a number of classes were selected at random. From these classes, a number of learners, who answered questionnaires, were finally selected (Cohen and Manion, 1995:88).

1.11.2 Data Collection

Data was collected by making use of questionnaires. The researcher chose to use questionnaires because they can be used to collect data from a very large sample. Interview questions were compiled and contained open-ended questions. The interviews were going to be conducted if there were aspects of the questionnaire which needed clarification.

1.11.2.1 Questionnaire

A questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives (Sekaran, 1992:200). A questionnaire is relatively economical, has standardised questions and can be written for specific purposes. The researcher chose to use questionnaires, because when using questionnaires, the researcher can easily obtain information from a large sample in a short period of time. The researcher developed a questionnaire, which was used to obtain information about the factors contributing to the lack of discipline in schools. The name of the questionnaire was: The Factors Contributing to a Lack of Discipline in Secondary Schools in the Mangaung Area of Bloemfontein in the Free State Province and Possible Solutions.

Two separate questionnaires were designed for both the educators and the learners to determine the factors contributing to the lack of discipline in secondary schools. The questionnaires consisted of three sections. The first pages of both questionnaires explained the purpose of the research. Section A of both questionnaires was a demographic questionnaire. Section B of the

questionnaires had questions about the factors which contributed to a lack of discipline in schools and Section C had questions about the possible solutions to the lack of discipline.

A demographic questionnaire was used to obtain personal data about the research subjects. According to Sekaran (1992:207-208), demographic questions (also known as personal information or classification data), consist of information such as age, educational level, experience, marital status, income, etc. It is important to obtain certain demographic data in surveys, because such data helps to describe the sample characteristics when one is writing a research report.

The demographic questions used in this study for educators included age, educational level (qualifications), experience and gender. Demographic information about the learners included age, gender and the educational level or grade. The demographic information is the independent variable and the purpose of using this information in this study is to determine whether there are any differences amongst the educators and the learners with respect to how they perceive the factors contributing to the lack of discipline in secondary schools.

The rating scale which was used in this questionnaire was the Likert scale. Rating scales are one way in which degrees of responses and the intensity of responses can be managed. Cohen, Manion and Morrison (2000:253) allege that the Likert scale (named after its deviser, Rensis Likert, in 1932) provides a range of responses to a given question or statement.

By making use of the Likert scale, the researcher ensured that a wide range of responses, which the respondents may wish to give, are covered. For example, one respondent may 'agree' with the statement or question, another one may 'strongly agree', another one may be 'undecided' (unsure), another one may 'disagree' while another one may 'strongly disagree'. All these responses, which respondents might give, should be accommodated in the questionnaire by the researcher.

The questionnaire was piloted, as it is important to pre-test the questionnaire before it is distributed on a large scale. Pre-testing the questionnaire is important for its success. A pilot has several functions, principally to increase reliability, validity and practicability (Cohen, Manion and Morrison, 2000:260). The researcher piloted the questionnaires to check the clarity of the questionnaire items and instructions, to gain feedback on the validity of the questionnaire items, to eliminate ambiguities or difficulties in the wording and to check whether the questionnaire is too long or too short, too easy or too difficult, too threatening, too intrusive or too offensive.

1.11.2.2 Interview

An interview is a two-person conversation initiated by the interviewer for the specific purpose of obtaining research – relevant information, and focused by him or her on content specified by research objectives of systematic description or explanation (Cohen and Manion, 1995: 271). According to Neuman (1994:225) “an interview schedule is a set of questions read to the respondent by an interviewer, who also records responses”.

According to Cohen, Manion and Morrison (2000:267) the use of the interview in research marks a move away from seeing human subjects as simply objects which can be manipulated, and regard an interview as an interchange of views between two or more people on a topic of mutual interest. An interview is seen as the centrality of human interaction for knowledge production. So, interviews enable participants, be they interviewers or the interviewees, to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view.

The researcher was going to make use of structured interviews because, in structured interviews, specific goals and questions for the interview are detailed before the interview commences. Structured interviews are based on an established questionnaire, that is, a set of questions with fixed wording and a sequence of presentation, as well as more or less precise indications of how to answer each question (Bless and Higson – Smith, 1995:107). This then

provides guidelines, and therefore a structure, in which to function as the researcher knows exactly the kind of information that should be gathered in an interview.

1.12 DATA ANALYSIS

Statistics are mathematical procedures used to summarise and analyse data. In quantitative studies, the data is collected by the researchers, who apply statistical techniques to better understand the meaning of numbers. In a sense, statistical procedures are applied after data collection to provide the results of the study (MacMillan, 1992: 90).

We distinguish between inferential statistics and descriptive statistics. Inferential statistics are used to test the hypothesis. They differ from descriptive, in that they provide conclusions that extend beyond the data. That is, inferential statistics make inferences from the sample about the population from which it was drawn. Inferential statistics are used to estimate from a sample what is true for a population. Inferential statistics are necessary to provide a better understanding of the precise nature of descriptions, relationships and differences on the basis of data collected in a study (MacMillan, 1992:192).

Descriptive statistics describe a set of data for a group to provide enlightenment on the characteristics of that group alone. The descriptive statistical procedures that can be used in research include the following: frequency distributions, graphs, charts, measures of central tendency and indicators of variability (Black, 1993:86). According to MacMillan (1992:90) descriptive statistics transform a set of numbers into indexes that summarize the characteristics of a sample. These statistics communicate the characteristics of the data as a whole and estimate the characteristics of the population.

The statistical package that was used to analyse data was SPSS for UNIX NO 6. This statistical package was used to generate descriptive statistics. The statistical procedures that were used for this study were tables and graphs.

The table is cross tabulation of frequencies of the occurrence of the two variables, namely group and method classification. The researcher chose to use tables and graphs because tables are the most expressive form for written presentation of data. The table provides access to information in both absolute and percentage form and allows easy comparison between the cells. Graphs will also be used to present data. In some instances presenting information in a diagrammatic form can be very useful, because it may happen that a graphical presentation of data will make the comparison of data easy (Brown and Dowling, 1998:109).

Access to the schools that were visited was obtained by seeking permission from the Department of Education, as well as the principals of the four selected secondary schools.

1.13 LIMITATIONS OF THE STUDY

There are factors which influenced the validity of the study. Firstly the results of this study cannot be generalized beyond public secondary schools situated in Mangaung, as research was conducted in four selected secondary schools situated in the Mangaung area of Bloemfontein. Secondly, as the research was conducted in four selected public schools, the results cannot be applied to private schools.

Another problem which the researcher encountered in this study was to obtain sufficient sources containing recent information that was relevant to the study. As a result the researcher made use of a few outdated books. However, the outdated sources that were used in this study obtained relevant and valuable information which still applies today. It is for that reason that the researcher used those sources in the study.

1.14 SUMMARY

The main aim of Chapter One was to provide an overview and an introduction of the study. This Chapter provides information on the aim of the study, statement of the problem, the hypothesis, research questions, theoretical rationale, definitions of terms to be used in the study and the research design. Chapter Two presents the review of literature relevant to the study. Chapter Three explains the research methodology that is applied in this study. Chapter Four provides information on data presentation and analysis. The last chapter, which is Chapter Five, presents the summary, discussions, conclusion and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

This chapter deals with the research undertaken on the factors that contribute to the lack of discipline in schools. Maintaining discipline in schools is a big challenge for most educators. Educators consider keeping discipline to be their number one professional problem. More educators probably fail in their work because of the inability to maintain an orderly classroom (Blair; Jones and Simpson, 1968:411). Landsberg, Kruger and Nel (2005: 449) share the same views as Blair, Jones and Simpson when they argue that one of the most important problem facing educators in new education dispensation in South Africa is challenging behaviour in the classroom. The reasons for this rising tide of unruliness are manifold.

It is essential for the educators to have an understanding of the causes of the lack of discipline in schools to be able to deal with the disciplinary problems. By looking at the various definitions of discipline stipulated in Chapter 1 on page seven, a conclusion can be reached that there are two schools of thought on what the term discipline means. One school of thought maintains that discipline involves helping a person function more effectively in the world. The other school of thought maintains that discipline involves conditioning a person to do what someone else wants him to do.

Educators need to adopt the school of thought that maintains that discipline deals with helping a person function effectively in the world, because discipline is not about making the child do what others want him to do, but it is about helping the child to be a functioning member of society.

The meaning of discipline has been explained. The following section will focus on what constitutes good and bad discipline.

2.2 GOOD BEHAVIOUR OR GOOD DISCIPLINE

According to Kruger and Van Schalkwyk (1997: 115) the way the learners behave in class or in school has a great influence on the degree of success of their education. Educators, as classroom managers, must be able to manage, control or handle the behaviour of the learners, because maintaining discipline is aimed at achieving learning. Good discipline or acceptable behaviour is a precondition or a requirement for success in the teaching-learning situation. Good discipline is characterised by cooperation between the educator and the learners, voluntary submission to authority, more freedom of choice, respect and scope for questioning and debate.

Examples of good behaviour include: beginning the task given promptly; attending to the task and completing it neatly; following directions given by the educator; remaining seated; speaking when appropriate and with permission; cooperating with others; following class rules; respecting others and resolving problems without violence (Burden, 1995:22).

Good behaviour can be achieved if the educators manage their classes well. In order to manage their classes well, educators should consider the suggestions for maintaining good behaviour. These suggestions emphasise that educators should set and maintain standards; prepare thoroughly for each class; make sure that learners are attentive before beginning a lesson; make provisions for learner activity; use a variety of procedures; know and treat your learners as individuals; be just in dealing with learners and have a sense of humour (Drayer, 1979:29).

2.2.1 Suggestions for maintaining good behaviour

2.2.1.1 Set and maintain standards

A good beginning is extremely important for success in teaching. When meeting a class for the first time, educators should explain their procedures, standards and regulations and the reasons for them. Learners want to know

how the class will be conducted, and what will be expected of them. Once the educator has made these matters known to his or her learners he or she should insist that they be observed (Drayer, 1979:29).

2.2.1.2 Prepare thoroughly for each class

Thorough preparation ensures that the educator knows exactly what he or she will do and how he or she will do it. This adds to the educator's self-confidence, and enables him or her to unfold the day's activities with assurance. Learners are less likely to probe or search for weaknesses in the educator's lesson if he or she appears to be a competent individual (Drayer, 1979:29).

2.2.1.3 Make sure the learners are attentive before beginning a lesson

Unless orderly conditions are present, effective learning cannot take place. No educator should begin to conduct a class in which any form of disorder is exhibited. The educator must have the learner's undivided attention. Whispering, note-passing, giggling, shuffling of feet and other distractions must cease when the educator is ready to begin the lesson. If the educator deals with these problems at the outset, he or she will have set the tone for his or her class. He or she will find that learners readily recognise and respect an educator's ability to control his or her class (Drayer, 1979:30).

2.2.1.4 Make provisions for learner activity

Busy learners have no time for mischief. The educator's lesson plan should include ways of keeping all learners active at all times, through oral work, written work, chalkboard work or through special projects or research work. An effective way to keep learners active is to tell them at the outset that they will be held accountable for everything that is discussed in class. If learners know that they will be checked at any time on class material, they will generally pay attention to classroom activities. These checks by the educator

may take the form of oral questioning or asking learners to summarise at any time during a class period (Drayer, 1979:30).

2.2.1.5 Use a variety of procedures

Variety adds spice to teaching, whereas the same routine day after day is flavourless. It is difficult to hold the attention of learners for long periods of time with an inflexible method of teaching. Although there is a limit to the number of methods and techniques of teaching that can be used effectively in teaching a subject, the educator should alternate the procedures that are appropriate to him and his subject. In addition to lecturing, the educator may intersperse activities involving chalkboard work, demonstrations, drills, reviews, oral reports by learners, class discussions, panel discussions, dramatisation, individual and group projects and appropriate use of audio-visual aids (Drayer, 1979:31).

2.2.1.6 Know and treat your learners as individuals

As soon as possible after beginning to teach, the educator should be able to identify each learner by name, the learner feels that he is known as an individual, thereby improving the educator-learner relationship. In addition the educator should try to learn something about each learner's background and interest. This not only gives the educator a better understanding of the learner's progress or a lack of it, but also helps the learner realise that the educator has a personal interest in him. An educator who does this seldom has disciplinary problems (Drayer, 1979:31).

2.2.1.7 Be just in dealing with learners

Educators who do not treat their students fairly and objectively are certain to have trouble with them. Although they are sure to like some of their learners better than others, they should never allow this feeling to enter into the evaluation of their progress. If they do the rest of the learners will become aware of the fact that they have favourites and they will become resentful,

sometimes to the point of failing to cooperate in classroom activities (Drayer, 1979:31).

2.2.1.8 Have a sense of humour

There are occasions in the classroom when a learner may say or do something that is truly humorous, resulting in an uproar of laughter amongst the learners. Instead of regarding this as a breach of order, the educators may have a good laugh with the learners. There are times, too, when the educator may make a humorous mistake, but the learners hesitate to laugh at the educator. If he or she can laugh about his or her lapse or mistake, the learners will generally respond with a good natured laugh. It is better for the learners to laugh with the educator than to laugh inwardly or behind his or her back with other learners. In such cases, the learners respect the educator for admitting his error, and for being able to laugh at himself. This type of attitude on the part of the educator goes a long way towards establishing good relationships and maintaining discipline (Drayer, 1979:31).

By reviewing the suggestions for maintaining good behaviour and good discipline, the following conclusion can be made. It is very important for the educators to realise that maintaining discipline is about showing respect and understanding towards their learners.

2.3 BAD BEHAVIOUR OR BAD DISCIPLINE

According to Gillham (1981:71), bad behaviour is "behaviour by children which causes schools and educators problems in finding solutions". Bad behaviour or a lack of discipline can be defined as behaviour that is unacceptable to the educators (Fontana, 1995: 15).

2.4 TYPES OF BAD BEHAVIOUR OR BAD DISCIPLINE

2.4.1 Aggressive behaviour

Aggressive behaviour means any action that has destructive consequences. It refers to behaviour, whether verbal, non-verbal or physical, that injures or hurts another person directly or indirectly. It is important to keep in mind that, even if the behaviour of the child is playful, it can be a form of aggressive behaviour. The examples of aggressive behaviour can be playful hitting, kicking and sarcastic statements (Zirpoli and Melloy, 1993: 346).

Brophy (1996:171) is in agreement with Zirpoli and Melloy when he states that aggressive behaviour is characterised by hostility. Aggressive learners are not easily controlled for they intimidate, hit, push, damage property, and are easily angered. Aggressive children have been described as frustrated and angry individuals who have learnt to take their frustrations and anger out on others. Researchers usually stressed emotional dynamics (that is rejection by one or both parents) or frustrating events (displacement by a newborn or sibling) occurring in the family as the causes of aggressive behaviour. Other researchers pointed out a broader range of causes, both generalised (social rejection due to unattractiveness, humiliation due to persistent school failure) and specific (being insulted or attacked, losing a competition). These early formulations included the notion that some sort of deprivation or frustration induced rage in turn led either to direct retaliation or to a displaced aggression against some substitute object (human or animal).

2.4.1.1 Types of aggression

Zirpoli and Melloy (1993: 347) distinguish between instrumental and hostile aggression. Instrumental aggression includes those actions aimed at securing extraneous rewards, like gaining status and power other than the victim's suffering. Hostile aggression is described as the actions that are used to produce injurious outcomes rather than to gain status.

2.4.1.2 Categories of aggression

Aggression is divided into five behaviour categories, that is: provoked physical aggression; outburst aggression; unprovoked physical aggression; verbal aggression and indirect aggression.

- Provoked physical aggression is characterised by actions such as fighting, but only if attacked first by someone else. Common physical aggression includes: kicking; hitting; biting; grabbing; holding; fighting and throwing things at others.
- Outburst aggression is described as uncontrolled verbal or physical outbursts that have no apparent provocation.
- Unprovoked physical aggression is described as aggressive acts directed at another person with no apparent provocation.
- Verbal aggression is described as the behaviour where a child is verbally aggressive towards other children, in order to attack or intimidate. Some examples of verbal aggression are bossy verbal behaviour, teasing others, criticising the work of others, picking on others and making sarcastic remarks.
- Indirect aggression is described as indirectly responding to attack or injury through another person. (Zirpoli and Melloy, 1993: 347).

Aggressive behaviour is one type of bad behaviour that contributes to lack of discipline. Another type of bad behaviour that contributes to a lack of discipline in schools is disruptive behaviour.

2.4.2 Disruptive behaviour

Disruptive behaviour is defined as any behaviour that serves to disrupt the ongoing learning in the classroom (Zirpoli and Melloy, 1993: 360). The type of behaviour considered to be disruptive which often occurs in the school setting includes off-task talking, getting out of one's seat, making noise, throwing objects and climbing on desks or chairs. In off-task talking, the child speaks

without permission or interrupts other children who are talking. Getting out of one's seat means the child stands up in class and walks around the classroom without permission. He or she may stop to talk with peers or may just continue to walk around the class with no purpose related to the academic task. Making noises involves the child making sounds, either verbally or physically, that are clearly not related to the academic task. Throwing objects means that the child projects things such as pencils, paper and furniture into the air or across the floor and this behaviour is not related to an educational task. Climbing means the child ascends to the top of the furniture or other objects or persons in the room for reasons not related to a classroom task (Zirpoli and Melloy, 1993: 360).

Some of the behaviours which are described as disruptive also appear on the list of aggressive behaviour, which has already been explained. The difference between these, is that behaviour is defined as disruptive, and not aggressive, if the intent is not to harm or injure another person.

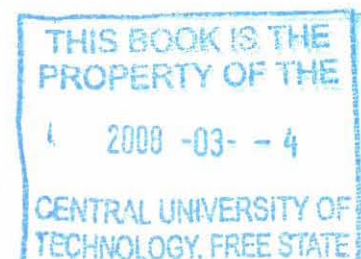
The form of bad behaviour that also contributes to a lack of discipline in secondary schools learners, which will be discussed now, is non-compliance.

2.4.3 Non-compliance

2.4.3.1 Compliance versus non-compliance

According to Zirpoli and Melloy (1993: 364), "compliance is defined as obedience to adult directives and prohibitions, cooperation with requests and suggestions and/or the willingness to accept suggestions in a teaching situation".

Zirpoli and Melloy (1993: 364) allege that non-compliance, then, is comprised of behaviours that are opposite. This is, inter alia, disobedience to directives, uncooperativeness with requests and suggestions and unwillingness to accept suggestions.



Burden (1995:325) is in agreement with Zirpoli and Melloy when he says that non-compliance is characterised by the following sets of behaviour:

- Does not do what is requested
- Breaks rules
- Argues with the educator and other learners
- Make excuses for their behaviour
- Delays teaching and learning activities
- Does the opposite of what is asked

2.4.3.2 Categories of non-compliance

According to Zirpoli and Melloy (1993: 365) there are four categories of non-compliance, that is, passive non-compliance; direct defiance; simple refusal behaviour and negotiation.

- A child is described as engaging in passive non-compliance if he or she does not overtly refuse or defy the request, but continues to do what he or she is doing as if he or she had not been addressed.
- Direct defiance takes place when the child overtly refuses requests with angry, defiant or negative facial, body and/or verbal expressions.
- Simple refusal behaviour is characterised by a child who refuses to do what is requested from him or her with no negative verbal response or body language.
- Negotiation behaviour is defined as attempts by the child to convince the educator to issue a new directive through bargaining

2.4.4 Hyperactivity

According to Zirpoli and Melloy (1993: 378) "hyperactivity has been defined as a class of heterogeneous behaviour disorders in which a high level of activity is exhibited at inappropriate times and cannot be inhibited upon command". Children who are hyperactive have been described as having trouble

remaining seated, manipulating objects, as well as twisting and wiggling in their seats. Most of this behaviour is expected of very young children. The same behaviour, however, proves troublesome for school-age children and adolescents at home and school.

Burden is in agreement with the above mentioned authors (Zirpoli and Melloy) when he says that "hyperactivity is a high level of activity and non-aggressive contact". Behaviour associated with hyperactivity includes being unable to sit still, talking too much, constant demand for attention, being excitable and overly anxious to please others (Burden, 1995: 21).

According to Brophy (1996: 259), hyperactive learners show excessive and almost constant movement, even when sitting. Often their movements appear without purpose. They are easily excitable, blurt out answers and comments, are often out of their seats and bother other children with noises and movements. They are energetic, but their energy is poorly directed and they tend to touch objects or people excessively.

2.4.5 Lack of attention

Zirpoli and Melloy (1993: 377) allege that attention is the ability to remain oriented to a task or activity for the length of time required to complete the task or activity for an amount of time that seems socially acceptable. Children who manifest inattentive behaviour will often have problems paying attention, making decisions and remaining attentive. Inattentive children have trouble starting and or finishing things. Another problem often identified by parents and educators of children with attention problems is that they are easily distracted. These children may be distracted at even the slightest noise or change of environment. Being distracted is not always the problem. These children, however, often have trouble getting back to work once they have been distracted. As a result, they may have difficulty completing academic tasks, resulting in poor academic performance.

2.4.5.1 Attention versus inattention

Burden (1995:21) states that "inattentiveness is the inability of the person to complete work and activities thus resulting in high levels of distractibility". Inattentiveness is the behaviour that includes a person who does not concentrate on games and activities, does not complete projects, does not pay attention and whose behaviour is distractible, does not follow directions, withdraws from new people, shy and unable to sit still.

Brophy (1996:293) also agrees with Burden, Zirpoli and Melloy when he says that inattentive learners have short attention spans. They seem unable to sustain attention and concentration and are easily distracted by sounds, sights or speech. They have difficulty adjusting to changes, rarely complete tasks and are easily distracted. Most learners have at least occasional problems maintaining concentration on lessons and assignments, but for certain learners' inattentiveness is a persistent problem.

2.4.6 Conduct disorder

Conduct disorder is the inability to accept correction, and is signified by high level of defiance. The behaviour which characterises conduct disorder includes: not concentrating on games and activities which should be carried out in class; not accepting correction; teasing others; defiant towards educators; talking back; being moody; fighting and has difficulty in handling frustration (Burden, 1995: 21).

Braithwaite and Duff (2005:2) share the same views as Burden because they state that conduct disorder is a repetitive and persistent pattern of behaviour in children and adolescents in which the rights of others, or basic social rules, are violated. The child or adolescent usually exhibits these behaviour patterns in a variety of settings at home, at school and in social situations.

2.4.6.1 Behaviour associated with conduct disorder

- Children or adolescents with this disorder often initiate aggressive behaviour towards other people or react aggressively towards others.
- They will often bully, threaten or intimidate others, initiate physical fights and use a weapon that can cause serious physical harm to others.
- They can be physically cruel to people.
- The deliberate destruction of property is characteristic behaviour of conduct disorder.
- Deceitfulness or threatening others is also common behaviour of conduct disorder.
- Serious violations of parental, societal or school rules are also common (Braithwaite and Duff, 2005:2).

2.4.7 Impulsivity

Zirpoli and Melloy (1993: 372) say that educators and parents who refer to a child as being impulsive usually refer to children who rarely stop to think before they act, who attempt tasks before they fully understand the directions, who often demonstrate remorse when their actions have led to errors or mishaps, who call out frequently in class (usually with the wrong answer), and who have difficulty organising materials. Impulsivity is defined as behaviour demonstrated by children who are unable to keep themselves from responding to academic tasks and to social situations quickly and without thinking it through.

The child who is impulsive has a constant demand for attention, with an orientation to the present, and unpredictability. The impulsive behaviour includes acting recklessly or carelessly, and as a result, has many accidents and gets into trouble most of the time (Burden, 1995: 22).

According to Brophy (1996: 268) the child who is impulsive has the following characteristics:

- Often acts before thinking
- Shifts excessively from one activity to another, has difficulty organising work
- Needs a lot of supervision
- Frequently calls out in class
- Has difficulty waiting turn in games or group situation
- Often blurts out answers before questions have been completed
- Often intrudes or interrupts

Most educators in schools have, at some stage in their career, experienced discipline problems caused by the impulsive behaviour of their learners. The best thing the educator can do is to identify the type of bad behaviour and find the appropriate way to deal with such misbehaviour. It is also important for educators to have knowledge of the models or theories of discipline as these will help them to find ways of solving disciplinary problems.

2.5 MODELS OF DISCIPLINE

Since management deals with maintaining discipline, the educators need to think of how they will maintain discipline within their classes and schools. That is where the models of discipline come in, because these models will assist the educator in choosing the discipline model that is best suited to them. It is important for the educators to realise that each school is unique and different from the other. The disciplinary problems experienced in one school might be different from the problems experienced in another school. So the educators need to choose a model which will work in their school situation.

Before looking at the various discipline models, the meaning of the term discipline model will be explained. According to Burden (1995:36) "a model of

discipline is a set of consistent approaches to deal with establishing, maintaining and restoring order”.

The Classroom Management Paper (2004: 1-2) states that there are several models of discipline that can be applied in the modern day classroom. These models vary in technique and implementation. They may be educator-centred, learner-centred or may focus on both parties. These models allow educators to have a systematic approach to discipline and use consequences in the classroom. Although these models differ in regard to techniques, many educators will use a combination of these techniques, depending on the situation in their classrooms. There are three models of discipline that may be used by the educators to maintain discipline in their classroom, which will be explained here. These models include the reality therapy, assertive discipline and punishment.

2.5.1 Reality therapy

According to Burden (1995:46) the Reality Therapy proposed a different approach in treating behavioural problems. In reality therapy, educators and learners need to jointly establish classroom rules, and the educator is to enforce the rules consistently without accepting excuses. When misbehaviour occurs, the learner is asked to make judgements about the behaviour, and the educator can suggest suitable alternative judgements. Together, they create a plan to eliminate the problem behaviour.

Reality Therapy is a discipline model designed by William Glasser. It is a model that prepares learners for the real world and the consequences that may follow misbehaviour or bad behaviour. This model suggests that all learners need to take responsibility for their actions, whether they behave inappropriately or appropriately. The results of these actions should allow the learners to make choices as an individual or with the guidance of an educator. The choices that they make should be enforced in a positive manner. Learners will take part in setting goals in order to correct their inappropriate behaviour. When the learners are actively involved in making choices, they

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should be treated with respect and dignity. This will help to make the learners become more responsible. Educators must be able to provide guidelines and guidance for the learners when they set behaviour goals. Educators also need to realise that they should allow learners' independence when setting goals, so that they can feel in control of their behaviour. Although this model strongly advocates learner involvement when making choices, educators still need to provide direction and leadership (Classroom Management Paper, 2004: 2).

This is a model that can help eliminate behavioural problems in schools, because the learners, with the help of the educators, are developed into responsible adults. They are involved in decision-making and set goals to achieve good behaviour in the school. When the educators trust and respect their learners, they will experience less disciplinary problems in their classes.

2.5.2 Assertive discipline

Burden (1995:53) agrees with the preceding discussion when he states that Assertive Discipline (published in 1976) was a take charge approach for educators to control their classrooms in a firm and positive manner. Since today's educators face even more complex situations, a more complex model was developed. Assertive Discipline (published in 1992) goes beyond the initial take-charge approach and includes additional management procedures. In the revised Assertive Discipline, the assertive attitude necessary to deal with management and discipline, the parts of a discipline plan, aspects of teaching responsible behaviour, and ways to deal with difficult learners are discussed. The goal of assertive discipline is to teach learners to choose responsible behaviour and, in so doing raise their self-esteem and enhance their academic success.

Canter in Burden maintains that educators have the right and responsibility to establish rules and directions that clearly define the limits of acceptable and unacceptable learner behaviour, teach these rules, and ask for assistance from parents and administrators when support is needed in handling learner

behaviour. Therefore, educators must use an assertive response style to state expectations clearly and confidently, and reinforce their words with actions. In discipline, the discipline plan has three parts: rules that learners must follow at all times, positive recognition that learners will receive for following the rules and consequences that follow when learners choose not to follow the rules (Burden, 1995:54).

Consequences are delivered systematically with each occurrence of misbehaviour. The first time a learner breaks a rule, a warning is given. The second time, the learner may lose a privilege, for example, a learner may have to be last in line for lunch or stay in class one minute after the bell rings. The third time, the learner loses additional privileges. The fourth time, the educator calls the parents. The fifth time, the learner is sent to the principal. In cases of severe misbehaviour, the preliminary steps may be skipped and the learner sent to the principal (Burden, 1995:54).

The Classroom Management Paper (2004: 2) agrees with Burden when it alleges that, with this model the educator is in control and has the final say on what the consequences of misbehaviour or bad behaviour will be. Although the educator is in control and determines the final consequences, assertive discipline emphasises positive reinforcement more than negative consequences. The key to assertive discipline is not only to notice when they misbehave, but also when they are behaving properly. Recognise and support them when they behave appropriately and let them know everyday that you appreciate their good behaviour.

This model emphasises the fact that the educator, as a manager, makes all the decisions and does not involve the learners when it comes to disciplining the learners. Although the educator decides on the consequences of misbehaviour, this model stresses the importance of using positive ways to motivate the learners to behave in an appropriate manner in the classroom instead of using negative punishment.

2.5.3 Punishment

According to Burden (1995:55), punishment can be used as one of the consequences in behaviour modification. Other disciplinary approaches take too much time to solve disciplinary problems. Therefore, at times it is important to choose disciplinary approaches that are quick and to the point. The quickest way to stop severe misbehaviour is to punish a learner. Children need to be taught self-discipline and responsible behaviour. Parents and educators have a responsibility to establish clear boundaries. The consequences of stepping out of those boundaries should be strong. The minor pain from punishment that follows deliberate misbehaviour tends to prevent it. So punishment inflicts pain and therefore, teaches the child a lesson about how to behave.

The Classroom Management Paper (2004:2) supports Burden when it states that another model of discipline is punishment. This method is presented through positive and negative procedures. Positive punishment is the presentation of an action or something that is unpleasant to the learner. Negative punishment is the removal of something that appeals to the learner. Punishment may not be exercised too often, but it still proves to be affective when used sparingly and with caution. However, there are problems that occur when using punishment as a model. Punishment may be able to suppress bad behaviour for a while, but it more likely, will not eliminate the behaviour. The learners will only be conscious of the behaviour when the educator or other authorities are present.

Punishment is not one of the best models to eliminate disciplinary problems experienced in schools, but, if used appropriately, it can help reduce bad behaviour in schools. It is essential for the educators, especially beginner educators, to know the models of discipline. These will help them to choose the best way to deal with misbehaviour or bad behaviour.

From the discussion of the various discipline models the conclusion can be made that it is important for the educators to know these discipline models, as

these will help them to eliminate disciplinary problems in school and in their classrooms.

In addition to knowing the discipline models for solving discipline problems, educators should also know the causes of a lack of discipline or factors contributing to a lack of discipline. When a child misbehaves there is a reason. The educator should try to find out what it is. So when disciplinary episodes arise, the educator should make a study of children involved in order to determine their motivation (Blair, Jones and Simpson.1968:411). If the educator knows the causes or factors contributing to lack of discipline, by eliminating these factors, they will be able to solve the disciplinary problems experienced by educators in schools.

2.6 FACTORS CONTRIBUTING TO THE LACK OF DISCIPLINE

There are various factors which contribute to the lack of discipline in secondary schools, and they include: the parents; the society; the socio-economic background; the school; inconsistency in disciplining the learners; overcrowding in classes and the elimination of corporal punishment. The first factor contributing to lack of discipline in schools that will be discussed is the home environment.

2.6.1 The home environment

According to Jessup and Kiley (1971:484) various kinds of unsatisfactory home conditions must be counted amongst the factors contributing to children's lack of discipline. The child whose home has been broken by the death of a parent, divorce, separation or by the prolonged absence of either or both parents for business or social reasons probably lacks the firm but loving parental guidance he or she needs for a satisfactory adjustment in school life. Feeling rejected or indeed rejected, he might attempt to compensate by resorting to defiant forms of behaviour.

The National Association of School Masters or Union of Women Educators (NASUWT, 2003:1), and Wright and Keetly (2002:3) allege that, parental influence is highlighted as one issue that has a great impact upon learner behaviour and a contributing factor to the decline of learner discipline in schools". It is important for the parents to realise that discipline should begin at home. The parents should teach the children right from wrong and punish or reward the learner for good and bad behaviour respectively. Clearly, not all parents do, or can do this basic teaching at home, because some parents fail to exercise control over their children, who transfer their way of relating at home to the school situation (Daily Mirror Online, 2002: 1). Cruickshank, Bainer and Metcalf (1995: 20) state that the families have an enormous influence on children, and children bring family characteristics and tendencies to school. So, a strong relationship exists between the family background, income, educational level of parents and the children's achievement and behaviour in school.

Edwards (2000:5) agrees with the preceding discussions when he alleges that "there are various home experiences that have an influence on children's behaviour. If parents spend little time at home children may seek unsuitable social experiences elsewhere, and these experiences sometimes have devastating consequences. Even when parents are at home, parent-child relationships may be characterised by conflict and this may be extended to school. Factors such as divorce, poverty, physical and mental abuse can affect the ability of the children to function properly". Five aspects relating to the dysfunctional families include damage to self-concept, attention deprivation, love deprivation, excessive control and the socio-economic background. Each of these aspects will now be discussed.

2.6.1.1 Damage to self-concept

According to Mwamwenda (1996:363) "self-concept is a person's way of perceiving himself or herself and may either be positive or negative". How people perceive themselves is a function of both their perception of themselves independently of others and their interpretation of how they are

perceived by others. Self-concept develops from childhood through to adulthood as a result of a person's interaction with his or her environment, which includes peers, parents, educators and the various tasks and responsibilities that are assigned and the way in which one copes with them. Whether a person develops a positive or negative self-concept depends on how he or she is treated and how he or she perceives such treatment.

Edwards (2000:6) shares the same views as Mwamwenda when he says that the development of self-concept in children begins long before they start attending school. The development of self-concept begins at home. The confidence with which children enter school will have been either enhanced or diminished by various home experiences. Children are able, from an early age, to perceive their own helplessness when compared with more capable adults. This perception is the reason why children seek adult approval. A child's outlook on life depends on how successful the parents are in helping them to feel confident about themselves. The foundation of children's growth depends on them achieving a positive image of themselves as they form a personal identity. Achieving this image involves developing a sense of personal control over their lives.

Dysfunctional families provide little or none of the emotional support that children need to develop their self-concept, and children from these families experience extreme personal problems. The success of these children in school is limited, because they become pre-occupied with other things that affect them personally and devote less time and energy to school. They also may not receive attention from parents to enable them to develop a positive image about themselves, and this can be the reason why they misbehave at school, to get the attention they need (Edwards, 2000: 6).

2.6.1.2 Attention Deprivation

Biehler (1976: 795) states that some learners misbehave because they want attention. They believe that negative attention is better than none at all. A learner who is unsuccessful in school work or a poor athlete, may seek

recognition and attention by irritating other people in class. You can avoid this sort of behaviour by giving attention to your learners. Give positive attention in the form of favourable comments and encouragement. Edwards (2000: 6) shares the same views as Biehler when he says that children who do not get enough attention at home often seek attention from their educators. Unfortunately, many children receive their parent's attention only when they misbehave. If they do not disturb parents by misbehaving they are ignored. These conditions encourage unacceptable behaviour and discourage acceptable behaviour. Children who come from homes in which they are ignored discover that their bad behaviour is the best way to get the attention they need. When the children learn these behaviour patterns at home, they tend to repeat them in school in order to get attention from the educators.

2.6.1.3 Love Deprivation

A child's need for love and belonging is as real and compelling as his or her need for food and drink. Just as a person who has been deprived of food over a long period of time will resort to anything in order to satisfy his or her need, a child deprived of love may resort to any activity which promises to bring him or her into the limelight. The child, of course, may not know how to obtain social satisfaction properly. Until and unless he or she learns how to do so, he or she may attempt to win recognition in a socially or morally bad fashion. The child can resort to being a bully, a liar, the show-off, the joker, the interrupter, etc. The child who simply has to be different does one or all of these to get attention. These children behave in this manner because they crave love and attention which is not given to them at home (Jessup and Kiley, 1971: 481).

Edwards (2000: 7) alleges that love deprivation is similar to attention deprivation. Children usually consider attention to be an indication of how much they are loved. They do not feel loved when parents are too pre-occupied to give them sufficient attention. It is important for parents to spend quality time with their children because they interpret the lack of time spent

with them as a lack of caring. Children deprived of love often cause disciplinary problems as they try to satisfy this need.

2.6.1.4 Excessive Control

According to Edwards (2000: 7) a history of excessive control at home may also create discipline problems in the school, particularly if the level of control has been extreme. Human beings need freedom. They want to control their own lives. Parents want to control their children, but as children grow up, they want independence and less adult control. Parents do allow their children to be independent if the children demonstrate the ability to use their independence wisely. However, some parents do not only fail to teach their children to act independently, but they suppress all independent thought or action in their children. The conflict between children's desire for freedom and the parents' unwillingness to allow it may actually encourage the children to rebel. Rebellion at home may extend to the school.

2.6.1.5 Socio-economic Background

Lindgren (1972:145) states that many instances of problematic behaviour that is brought to the attention of school authorities are acts that appear to be from children living in lower-class surroundings. A number of studies indicate that the behaviour displayed by children from lower-class homes is related to the way in which they are treated at home. When comparing the behaviour of lower-class and middle-class children, it was found that the lower-class children show more tendencies towards both submissive behaviour and bullying. Submissiveness and bullying are forms of authoritarian behaviour. The kind of behaviour that occurs when stronger individuals take advantage of weaker ones. The behaviour reflected by these children, in turn, reflected the relationship between the children and their parents.

According to Good and Brophy (1995:546), "The socio-economic background is an individual's or group status based upon educational level, financial wealth, quality of housing, place of residence and occupational level". The

child's behaviour may be affected by the parent's economic status. It is a well known fact that children with behavioural problems in schools tend to come from socially and economically disadvantaged families (Mwamwenda, 1994: 223; Scottish Publications Online, 2004:3).

Landsberg; Kruger and Nel (2005:451) allege that the rising tide of poverty in S.A has a devastating effect on the developmental environment in many homes. Poverty manifests itself in ill health, under-nourishment, deprivation of privileges, unsupportive environments in informal settlements and squatter camps, limited social status and a negative view of the future. Technological backwardness, an opportunity-deprived existence, conflict, violence, crime and substance abuse aggravate the problem and form an escalating cycle of deprivation. A negative personal and academic self-concept, a low level of motivation, accumulated scholastic backlogs and frequent early school leaving are all problems that these children are forced to deal with. Educators have to be aware of the circumstances of these disadvantaged learners and also realise that they constitute the vast majority of the population in the country.

Another socio-economic factor associated with lack of discipline in school includes limited opportunities. Limited opportunities might be caused by limited resources and knowledge which the parents might have at their disposal. They might not have sufficient finances for the education of their children which can de-motivate the learners. These children will have limited opportunities in life because their parents do not have knowledge of what to do to maximise their children's opportunities (Scottish Publications Online, 2004:3).

We also need to consider the fact that a child coming from a higher socio-economic background is more likely to do better in school than the child coming from the low socio-economic background. Children coming from a higher socio-economic background are likely to be advantaged by positive parental experiences towards school and learning. In most cases, these parents also have a high level of education and they are able to provide educationally enriching opportunities and resources such as computers,

reading material and a place to study (Cruinkshank, Bainer and Metcalf, 1995:20).

2.6.2 The Parents

Parents themselves may foster a lack of discipline from their children, because they sometimes interfere in what the educators are doing and refuse to allow their children to be punished. It is important for the parents to have a say in the way their children are taught, but they should trust that most educators do know what they are doing (Mwamwenda, 1994:222).

According to Landsberg; Kruger and Nel (2005: 451), the home environment in South Africa, as in the rest of the world, fails to a large extent to provide children with the background that is conducive to harmonious development and positive behaviour patterns. Parents are often beset with the spirit of selfishness and materialism and are too busy with their own expectations that they do not have time to pay attention to their children. They neglect their responsibility to inculcate norms and values and serve as role models. The children are not regarded as worthy of attention and are deprived of emotional support.

Most of the time parents or guardians have little knowledge of preventive measures used in schools to tackle incidents involving lack of discipline. This is caused by the fact that communication between the parents and the educators is inconsistent. Parents perceive their role as external to the school environment with respect to dealing with the lack of discipline in schools. This causes a gap between the role of the educator influences and the role of the parent influences on the behaviour of the learners. Therefore, a gap exists in the links that could be made to provide a joint approach in addressing learner behaviour from both parties, that is, the educator and the parents.

Parents seem to have knowledge of reactive measures used to address the lack of discipline and these include: reporting; detention; suspension and expulsion (Wright and Keetley, 2002:3). Before looking at the reactive

measures which can be used to tackle a lack of discipline, the measures which can be used to prevent a lack of discipline will be discussed.

2.6.3 Measures to prevent a lack of discipline in schools

2.6.3.1. Commitment

Here we refer to the commitment on the part of all staff, to establish and maintain appropriate learner behaviour as an essential precondition of learning. Well disciplined schools tend to be those in which there is an emphasis on the importance of learning and intolerance of conditions which inhibit learning (Cotton, 1990:1).

2.6.3.2 Planning

According to Landsberg; Kruger and Nel (2005: 455) well-managed classrooms do not happen automatically. A wise educator plans everything, from the seating arrangement to what happens when the bell rings at the end of a period. Planning classroom management requires both reflection and anticipation. It is important to reflect on previous experiences and to think about the possible problems that could occur if educators have not prepared for them.

Important questions that should be considered by the educator when planning include the following:

- How do I develop healthy appropriate relationships with learners?
- In what different ways can I communicate with learners (spoken word, eye contact, body language or written words)?
- What do I have to do to keep the learners busy?
- What rules should I have in my classroom?
- Should I employ particular seating arrangements and when should I change them?

- What issues should I consider in grouping learners for academic work and social activities?
- What should I require or allow when learners finish their work before other learners?
- In what ways can I make learners feel good about themselves and experience success in the learning process?

(Landsberg; Kruger and Nel: 455)

2.6.3.3 High behavioural expectations

According to Cotton (1990:1) in contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate learner behaviour.

2.6.3.4 Classroom procedures

Classroom procedures are the routine learners will have to follow in order to fulfil all the responsibilities implied by the rules. Established procedures are not only helpful, but necessary to establish order in the classroom.

The following situations require carefully developed procedures:

- Learner arrival and acceptable activities while waiting for the educator to begin.
- What learners may do when they have completed their work.
- How homework and class work are to be handed in.
- To what extent are learners on occasion allowed to talk quietly, or whether they are expected to remain totally silent at all times.

(Landsberg; Kruger and Nel: 457).

2.6.3.5 Clear and broad rules

Landsberg; Kruger and Nel (2005: 457) allege that rules can be considered the standards of acceptable behaviour in the classroom. The learners should be made to realise that rules are necessary and fair, and they should be encouraged to participate in the development of the classroom rules. It is common knowledge that learners are far more willing to comply with rules they have helped to plan than with those that are forced on them. A wise educator will get the learners together on the first day of school to discuss and develop the rules that are necessary in their particular classroom.

Rules developed with input from learners are clearly specified and are made known to everyone in the school. Researchers have found that learner participation in developing and reviewing school discipline programmes creates a sense of ownership and belonging. Widespread dissemination of clearly stated rules and procedures assures that all learners and staff understand what is and is not acceptable (Cotton, 1990:1).

Landsberg; Kruger and Nel (2005:457) emphasize the fact that educators should always remember that consistency is the most important factor in enforcing classroom rules. All learners must be treated in exactly the same way in enforcing the rules. Any exception should be clearly understood and agreed upon by the entire class.

2.6.3.6 Warm school climate

A warm social climate, characterised by a concern for the learners as individuals is a typical characteristic of well-disciplined schools. Educators and administrators take an interest in the personal goals, achievements, and problems of the learners and support them in their academic and extra-curricular activities (Cotton, 1990:1).

2.6.3.7 A visible supportive principal

Many poorly disciplined schools have principals who are visible only for official duties such as assemblies or when enforcing school discipline. In contrast, principals of well disciplined schools tend to be very visible in hallways and classrooms, talking informally with educators and learners, speaking to them by name and expressing interest in their activities (Cotton, 1990:1).

2.6.3.8 Delegation of disciplinary authority to educators

Principals in well disciplined schools take responsibility for dealing with serious disciplinary problems, but they hold educators responsible for handling routine classroom discipline problems. They assist educators to improve their classroom management and discipline skills by arranging for staff development activities as needed (Cotton, 1990:1).

It is very important for the educators to make sure that parents are aware of the preventative measures for dealing with a lack of discipline. This can be achieved by having communication between the school and the home.

It has already been mentioned that parents seem to have knowledge of reactive measures to discipline. These are the measures that are used to deal with a lack of discipline in schools. These measures will now be discussed in detail.

2.6.4 Reactive measures to a lack of discipline

2.6.4.1 Reporting and detention

According to Squelch and Bray (1998: 188) "reporting means to inform the educator or parent about the learner's bad behaviour". Detention is commonly used and is often an alternative to corporal punishment. It may take the form of isolation during class, during break or after school. Imposing detention must be done in a fair and reasonable way, and should be guided by common

sense. Before detaining a learner, a few legal implications need to be considered. Too often educators detain children after school without thinking of the consequences. This does not mean that educators must not detain children, but it must be done in a responsible way.

Squelch and Bray (1998:188-189) state that an educator, for example, could find himself or herself in serious trouble if he or she detained a 10-year old child after school for misbehaving and as a result the child is left stranded at school or has to walk home because he or she has missed the school bus. Some of the most important factors that should be kept in mind are the seriousness of the offence, the age of the learner, the distance the learner has to travel to get home and transport availability. When arranging detention, educators should give the learner and parent's fair warning in writing. Furthermore, the use of detention in a school should be included in the school rules and brochures, and made known to all the learners and parents. The detention room must also be a place where learners are required to do work which is provided by the educators who send a learner to detention.

2.6.4.2 Suspension and expulsion

It is a basic principle of school law that school authorities may exclude from school, learners whose conduct interferes with or disrupts the function of the school. Their exclusion may be of a temporary nature (suspension) or permanent nature (expulsion). Suspension and expulsion are provided for serious offences which demonstrate persistence and wilfulness in pursuing the offending behaviour. These measures should be used wisely. Since these sanctions are the ultimate form of punishment, they should not be used lightly because they have consequences for the learners' future (Squelch and Bray, 1998:156).

Section 9 of the Schools Act of 1996 provides for the suspension and expulsion of learners. In terms of this section:

- The governing body may suspend a learner from a public school after a hearing as a correctional measure or pending a decision by the Head of Department on whether or not to expel the learner.
- The governing body may not suspend a learner for more than a week.
- A learner may only be expelled by the Head of Department for serious offences. If a school principal expels a learner without the permission of the Head of Department, he or she will be contravening the Schools Act.
- The Member of the Executive Council (MEC) of each province will determine what behaviour constitutes a serious offence and the disciplinary proceedings that must be followed. This information must be published by notice to the Provincial Gazette.
- A learner or the parent has the right to appeal against a Head of Department decision to expel the learner (Squelch and Bray, 1998:186).

The technical procedures for dealing with suspension and expulsion are prescribed by the MEC and contained in departmental regulations concerning the control of learners. The following rules for suspension and expulsion are generally accepted and serve as useful guidelines:

- The learners should know in advance what behaviour is expected from them.
- There should be a clear discipline policy.
- The rules and consequences of breaking the rules should be made known to the learners and parents at the beginning of each year and the learners should be reminded of these rules and consequences regularly throughout the year.
- When a principal considers suspending a learner, he or she may do so after consultation with the superintendent of education or the relevant

person. Once the decision is made, the principal should inform the learner and the parents in writing, and a report must be submitted to the Head of Department.

- It is very important to give the learner an opportunity to present his or her side of the story and to appeal against the decision if necessary.
- If the learner is residing in a hostel, the principal should make sure that the learner leaves the hostel.
- A learner will only be expelled for very serious offences.
- The final decision to expel a learner rests with the Head of Department (Squelch and Bray, 1998: 186).

2.6.5 The Society

The society, in which the child lives, has an enormous influence on his or her behaviour. In other words, the researcher is going to look at how the environment in which the child lives, will influence the way the child behaves.

Four aspects of social influence have been identified. They include: gang activity and drugs; peer pressure; technology and racial class conflicts. Each aspect will now be discussed.

2.6.5.1 Gang activity and drugs

Family influences, social influences and disciplinary problems are usually interrelated. Rejection at home, for example, may encourage the children to search elsewhere for acceptance. Rejected children are often attracted to gangs. A gang may satisfy a child's need for attention and identity. Gang members often demand and receive greater loyalty from one another than from their families. This loyalty further alienates children from their families and strengthens their gang identity. As evidence of their worthiness to join a gang children are sometimes expected to participate in acts condemned by the rest of the society, like armed robbery or mugging and may be required to

repeat such acts to confirm their commitment to the gang's value system (Edwards, 2000:7).

When gangs become established in schools, school officials may have difficulty removing or eliminating them. A problem associated with gangs is drug abuse and this is not limited to only the gang members. Using or selling illegal drugs not only influences the learner's behaviour directly but changes the general atmosphere of the school. Drug abuse and violence in schools have become such a problem that school officials often seek the help of the police to maintain order within the school (Edwards, 2000:7).

2.6.5.2 Peer Pressure

According to Edwards (2000: 8) peer pressure is identified as one of the factors that contribute to a lack of discipline in schools, because, as part of the learners' everyday experience in schools, it contributes to shaping the behaviour of the learners.

According to the Better Health Channel (2004:1) "peer pressure is an influence which children of more or less the same age group have on one another". This influence can either be positive or negative. Some of the positive things that can be offered by peers include a sense of belonging and feeling valued. A peer group provides somewhere for the learner to fit in, feel a sense of security and of being understood by others. Negative peer pressure, which is the peer pressure that is referred to here, is when a child is pressured or forced into doing something that he or she does not want to do by the people with whom the child associates. In this instance the child is being pressured into changing a 'no' to a 'yes'. The people putting pressure on the child can be friends, classmates or the people the child is involved with in some or other way. The child can be pressured into smoking, swearing, teasing, fighting, stealing, vandalising or substance abuse.

Lack of discipline in schools is caused by the social influence of peer pressure. So, in other words, some learners might misbehave because of the

pressure from others to behave in a way which may challenge authority. Many learners come from good homes and they are well disciplined, but misbehave when they join groups of learners who misbehave. It is also common for the learners to misbehave because they want to conform to their peers' expectations and avoid rejection. This means that learners are pressured to misbehave because they want to be accepted and fit into a group (Scottish: Publications Online, 2004:3; Gwala, 1999:1; D'Oliviero, 2003:2 and Mwamwenda, 1994:222).

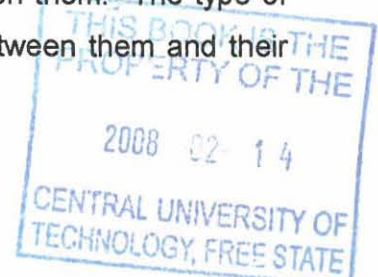
Raffini (1980:30) agrees with the views of the above mentioned authors when he states that peer pressure contributes to a lack of discipline. He states that, while the importance of peer group acceptance varies from person to person, rejection can produce frustrations that are vented through disruption. Name-calling, bullying and being ignored by peers contribute to such frustrations. Relations with peers also produce emotions of excitement, thrill or silliness which have a tendency to disrupt the learning environment.

Peer pressure, that is, negative peer pressure does contribute to misbehaviour or bad behaviour by the learners. The reasons for giving in to peer pressure have been discussed. It is important for the educators and the parents to guide and teach the children where to draw the line. Children should be taught to stand firm in what they believe in, they should be taught not to be easily swayed from what they believe in. Lastly, the children should know they have the right to say no if they feel, that, what they are pressured to do is wrong ([Http://www.kids4 kids1. com/peer pressure.htm](http://www.kids4kids1.com/peer_pressure.htm)).

Technology will also be discussed as one of the factors that contribute to a lack of discipline in schools.

2.6.5.3 Technology

Edwards (2000:8) argues that children nowadays are exposed to technology and it has been found to have an enormous influence on them. The type of music the children play may be a source of conflict between them and their



educators. Rap music is often confrontational and violent in its orientation and is readily available to youth, not only on tapes and compact discs, but through music video channels on television. There has also been a rapid growth in the availability of video cassettes, either for rental or purchase, containing programming that is violent. There is evidence that this kind of programming has a negative impact on the children's behaviour and may partly be responsible for bad behaviour by learners in schools.

These views are also shared by Jessup and Kiley (1971:485) when they say that amongst other socio-cultural factors which have been thought to contribute to the misbehaviour of children and youth, certain television shows and movies in which they encounter violence, horror and other destructive influences also contribute to the problem.

Another factor from society that contributes to a lack of discipline in schools is racial and class conflict.

2.6.5.4 Racial and class conflict

Racial problems also contribute to the growing unrest and conflict in society. In many larger cities, civil unrest, along with forced integration and other factors, stimulated the white population to leave urban areas. This move by the white population from urban areas resulted in a migration of large numbers of poor blacks and other disadvantaged racial groups to central city areas. The children who grow up in such an environment experience a far less productive education. Problems they encounter in society find their way into the school in the form of a lesser level of learning, poor emotional adjustment, violence, and discipline problems. Children, of course, benefit less in schools with extreme disciplinary problems. This undermines their capacity to escape from the conditions that keep them bound to poverty, generation after generation (Edwards, 2000:9).

All the factors from the society that contribute to a lack of discipline in schools have been discussed. School factors which influence the behaviour of the learners will now be discussed.

2.6.6 The school

According to Landsberg; Kruger and Nel (2005: 451) some learners display challenging behaviour when entering school, while the challenging behaviour of others commences during their school years, often as a result of unfavourable experiences at school. Children experiencing challenging behaviour create problems for educators as well as for the school or classroom climate. They are not easily accepted into the class community and feel unwanted, belittled and alone. They cannot fully participate in class life and are deprived of the opportunity to acquire the necessary cognitive and social skills to establish self-confidence, a sense of worthiness, effective communication, harmonious relationships and eventual self-actualisation.

Educators usually consider the learners to be the source of disciplinary problems at school. However, different behaviour should be looked upon as normal reactions by children to deficiencies in the school as an institution, and to educators and administrators as directors of the educational enterprise. The school may not only promote misbehaviour in learners, but it may also help create conditions that generally put children at risk. Educators and administrators can invite disciplinary problems if they are guilty of the following: the school organisation, the school personnel, instruction without context, failure to teach the learners thinking skills, non-acceptance, competitive grading, excessive coercion and use discipline measures that promote misbehaviour (Edwards, 2000: 9).

2.6.6.1 The school organisation

The organisation and rules of the school should make sense to learners. Where they do not fit into the general pattern or where they feel that they are not important and not accepted in their unique circumstances, they will be

uncooperative and display unacceptable behaviour. The way in which discipline is maintained in the school and in the classroom often contributes to the encouragement of misbehaviour. Discipline should never be too lenient, too rigid or inconsistent. Too often, misbehaving children are rewarded with recognition and attention in the form of criticism or punishment, while the children who behave well are ignored (Landberg, Kruger and Nel, 2005: 452).

2.6.6.2 The school personnel

According to Landberg, Kruger and Nel (2005: 452) the attitude and behaviour of the principal and the educators have an important influence on the attitude and behaviour of the learners in the school. A principal who is rigid, autocratic and unwilling to listen to educators and learners, and who conveys the message that he or she is not interested in promoting the interests of learners and educators, encourages de-motivation and misbehaviour from all members of the school community. The principal should, at all times, be dedicated, enthusiastic and willing to motivate learners and parents.

Educators are the people who have the most influence on the learner's behaviour and performance. They determine the class atmosphere and take the initiative for relationships between themselves and each of the learners. Educators should have the necessary knowledge of the learning areas they teach, the skills to observe and assess undesirable behaviour, and the ability to design suitable strategies to prevent misbehaviour or challenging behaviour. Educators who are not well qualified and who lack the necessary skills to understand different learning styles are too often so unsure of themselves that they have little positive influence on the learners. Their lack of motivation, enthusiasm and interest in the learners encourages negative behaviour in class. Children need a supportive atmosphere of emotional warmth, encouragement, high expectations and active guidance in the development of a positive self-concept. Where such an atmosphere is lacking, they are naturally inclined towards an unwillingness to learn and towards negative behaviour (Landberg, Kruger and Nel, 2005: 452).

2.6.6.3 Instruction without context

Educators may fail their learners if they teach concepts which are not related to what the learners experience in real life. Outside the school, children learn by acquiring information in a real life context and apply what is learnt to new situations and experiences. In school, however, the learners may be expected to manipulate symbolic information and to apply it in ways that are detached from the real world. Under such conditions, children fail to make proper associations and are unable to see the usefulness of what they are taught in school. They therefore become frustrated and often sabotage the activities which take place at school (Edwards, 2000: 10-11).

A number of things can be done to alleviate this problem. Considerable emphasis is currently being placed on school reform. One of these reform movements is an effort to involve students in community service. These service experiences give learners an opportunity to learn in practical settings. Learners can also gain academic experience through work and study programmes in which they spend part of the work in a doctor's office, at insurance companies, in factories or other locations to learn how school is related to the world of work and to explore various career opportunities. When the learners are involved in service and project-based curricular, far fewer discipline and personal problems can be anticipated (Edwards, 2000:10-11).

Blair; Jones and Simpson (1968:411) are also in agreement with the preceding discussion when they argue that our choice of the subject matter also contributes to a lack of discipline. When the learners are placed in a situation where what they are doing or supposed to be doing is perceived as being of little or no value, they naturally reject the situation. This rejection may take the form of withdrawal or the learner may act out his rejection and frustration by fooling around and creating disruptions. It is impossible to devise a curriculum where everything learners study has a direct bearing on their lives. What is crucial is that learners feel that most of what they do in school is of value to them. Learners, as well as adults, do a lot of things for

which they do not see immediate value if they believe that most of what they do contributes to their self-enhancement. It is therefore evident that schools need to make sure that the education that is offered to the learners prepares them for what takes place in the real world. Education given to the learners should not be isolated from the child's experiences. Therefore, the schools should always be aware of the changes taking place in the world. The failure to teach learners thinking skills is also proving to be a problem.

2.6.6.4 Failure to teach thinking skills

When children are consistently unable to solve their problems, they often seek to escape them. They often escape their problems through the use of alcohol or other illegal substances. Some drop out of school or even commit suicide. Some children fail to find satisfactory solutions to their problems because they have difficulty thinking them through. If higher-order thinking skills were regularly taught in schools, a good deal of frustration and failure, as well as behavioural problems, could be avoided. Learning thinking skills would also help children deal with conflict situations at home and elsewhere. A number of programmes are available for teaching children how to think and make valid decisions. Teaching thinking skills can provide a means of improving the learner's motivation and help solve the problems of learner failure. In the process, many discipline problems can be avoided (Edwards, 2000:11-12).

The factor that contributes to the lack of discipline in secondary schools which will be discussed is non-acceptance.

2.6.6.5 Non-acceptance

Every child wants to be accepted. Educators may, without realising it, convey non-acceptance to some of their learners. Educators can show non-acceptance, for example, by forcing the learners to do a task in a prescribed way. This shows that they do not have confidence in the learner's ability to make decisions about their own work. Children do need to grow and therefore change, but they also need to feel that they are acceptable as they are. A

simple way to avoid conveying non-acceptance is to allow the learners to evaluate themselves more and to establish their own directions and expectations. Allowing self-evaluation does not mean simply allowing learners to give themselves a grade. Children must compare their own performances over time to achieve a sense of their own growth and to learn and accept the true value of their efforts (Edwards, 2000: 12).

Competitive grading is another school factor that contributes to a lack of discipline.

2.6.6.6 Competitive Grading

Many schools promote competition between children through the use of grades. Only a few learners, however, are consistently good at taking tests. The rest must find other means of improving their sense of worth. Unfortunately, many of them conclude that they are less able, than more successful classmates if they fail. So, in an effort to motivate the learners, the school can discourage the learners with the threat of possible failure. Some educators make sincere efforts to reduce the impact of school competition by giving more high grades or refusing to give the learners failing grades. Many educators realise the negative effects of grading on their learners but feel powerless to change the system. Making evaluation less traumatic for learners may be one of the most difficult problems educators have to face. The system of norm-based grades, in which the performance of each learner is compared with that of others, may have to be set aside in favour of other systems. Many educators, who recognise the negative impact of grades, have already made some adjustments to lessen their impact. One adjustment some educators have made is to evaluate the learner's progress individually and grade them individually instead of comparing their performance with that of others (Edwards, 2000:12-13).

It is important for the schools to take into consideration the differences amongst learners when evaluating them. Children are unique individuals with

different abilities and it is the responsibility of the administrators in education and educators to design alternative methods of grading learners.

Excessive coercion is another factor from the school that contributes to a lack of discipline in schools.

2.6.6.7 Excessive Coercion

Much is said by educators and school administrators about teaching children to be more responsible. This responsibility often consists of completing assignments on time and accomplishing other tasks as directed. Learners judged to be the most responsible and mature are those who comply exactly with the expectations. Responsibility, however, requires the exercise of free will and the opportunity to make choices. Ironically, a common assumption behind many school practices is that children are unable to govern themselves, or even learn how to be self-regulating. Learners are therefore given few opportunities to make decisions. Educators fear that learners will behave inappropriately if they are allowed too much freedom. Undoubtedly, some children appear to have little ability to direct their own lives. This inability prompts educators to give them excessive guidance and to exercise too much coercive control. The result of excessive guidance and control results in increased rebellion by learners (Edwards, 2000:13).

When the children rebel, educators believe that they made the correct assumptions about the learner's irresponsibility and exercise even more control over the learners. Unfortunately, rebellion cannot be suppressed by coercion and control. Perhaps some children can be broken in this process, but many others rebel even more. Educators need to realise that responsibility can be taught by providing children with more real opportunities to make decisions. Responsible actions will replace rebellious ones when children are taught to make valid decisions freely and when they are held accountable for the decisions they make. This is how true responsibility is taught. A balance must be struck between the educator's control and the learner's self-determination. Learners should simply be turned loose to do as

they wish. They must be involved with the educator in responsible decision-making (Edwards, 2000:13).

The educators need to be careful of the amount of control they use when dealing with the learners. They also need to realise that the learners will develop a sense of responsibility if they know the educators trust and believe in them. Another factor which contributes to lack of discipline is punishment.

2.6.6.8 Punishment

According to Edwards (2000:13) the method of discipline used by educators and administrators may, in itself, contribute to disciplinary problems experienced in schools. Punishment in general tends to have negative side effects including leading the learners to lie about their behaviour in order to escape punishment. Punishment is still the most common way to deal with disciplinary problems. From 80% to 90% of the rule violations in schools are dealt with punitively. The long tradition of punishment in school has been supported by general child-rearing practices, court decisions and public opinion. Although punishment is still the most prevalent means of dealing with problems in the schools, most of the research done on punishment is outdated. There seems to be little current interest in punishment.

The factor that contributes to the lack of discipline in schools that will now be discussed, is overcrowding.

2.6.6.9 Overcrowding

According to Marshy (1999: 5) overcrowding can be defined as “the presence of too many people in the available space and facilities”.

Jessup and Kiley (1971:484) allege that the size of the room, the number of learners and the seating arrangements may influence the behaviour of the learners. Overcrowded classrooms contribute to misbehaviour in two ways. Firstly, the greater the number of learners in a class, the less opportunity there

is for anyone to obtain the attention he or she wants and needs. Secondly, the more crowded the room, the greater the opportunity and temptation is for a child to misbehave, the reason being that there is less likelihood of being singled out and observed. The crowdedness of a room might also, of course, have a bearing on the child's physical discomfort by necessitating restrictions on bodily movement which are not conducive to good order.

Nelson (2003: 3) and Mwamwenda (1994: 223) support what is said by Jessup and Kiley when they allege that class sizes can make a difference in classroom management. The schools with smaller class sizes are more easily managed and have fewer disciplinary problems than those with classrooms containing large numbers of learners. It is difficult for the educators to maintain control in overcrowded classrooms because they cannot see all the learners to be able to supervise them properly. Lack of discipline in overcrowded classrooms may be the result of learners being uncomfortable and therefore unable to concentrate. In this instance misbehaviour by the learners may be their way of releasing tension.

Another impact upon the behaviour of the learners is that they misbehave to get attention because they feel that individuality in overcrowded classrooms is ignored (NASUWT, 2002: 2 and West, 2001:1). Overcrowding is a big challenge facing most educators in secondary schools. Managing big classes is not an easy task because it is impossible to give each learner the attention they deserve. This in turn makes it difficult for the educator to know the learners. It is important for the Department Of Education to realise that the numbers in classrooms should be reduced to a more manageable size.

The factor that contributes to a lack of discipline, that will now be discussed, is the elimination of corporal punishment in school.

2.6.6.10 Elimination of corporal punishment

According to Smith (2004: 1) "the word corporal punishment is a new term for hitting children. Formerly it was called spanking and has been the punishment for generations of well-meaning parents".

D'Oliviero (2003:1), Gwala (1999:1), Kotze (2002:1) and Harding (2001:3) state that the elimination of corporal punishment is the first cause of a lack of discipline. The abolition of corporal punishment left a gap which has not been filled, and this has led to all kinds of disciplinary problems. The learners tend to misbehave because they know the educators cannot inflict or cause them physical harm. They know they cannot be caned and do not care about anything else the educators can do to control them.

Because of all the disciplinary problems in schools, the majority of the educators feel that corporal punishment should never have been abolished. They believe that, if corporal punishment can be administered carefully and cautiously by the educators, it could be beneficial to the learners.

However, The South African Schools Act makes it clear that corporal punishment may no longer be used in public schools or independent schools. In addition, section 12 of The South African Constitution states that everyone has the right not to be treated or punished in a cruel, inhuman or degrading way. So, parents may not give principals or educators permission to use corporal punishment. Anyone who ignores this regulation commits an offence and could be charged in a court of law and found guilty of assault (Du Preez, Campher, Grobler, Looock and Shaba, 2002: 94-95).

The elimination or the abolition of corporal punishment really contributes to the lack of discipline in our schools. However, the principals and the educators need to recognise the fact that corporal punishment is abolished, therefore it is not allowed to be used in schools. They have to abide by these rules.

The last factor, which will be discussed here, that contributes to a lack of discipline in secondary school, is inconsistency in disciplining the learners.

2.6.6.11 Inconsistency in handling disciplinary problems

Inconsistency means not keeping to a regular pattern, always changing. (Hawkins, Delahunty and Mc Donald, 1998:136).

Inconsistency in handling disciplinary problems or misbehaviour of children is one of the key factors in causing behaviour problems to arise. The uncertainty amongst educators about the actual magnitude of the lack of discipline is the source of the disciplinary problems in schools, because what is misbehaviour or bad behaviour to one educator may be accepted or ignored by another. Even the learners feel that disciplinary measures, although often appropriate, are used inconsistently by the educators. Therefore, the boundaries of what individual educators consider to be appropriate, or inappropriate behaviour, are blurred. This encourages incidents of misbehaviour or bad behaviour to occur during the lesson. The research conducted on the attitudes of the learners regarding inconsistency highlighted the perception of the learners that unless sanctions are applied consistently and fairly against disruptive behaviour, they will not succeed (Farrel, 1997:123; Speakes, 1996:2; Wright and Keetly, 2002:3 and NASUWT Research Report, 2003:1).

The issue of consistency is very important when dealing with discipline in schools. Beginner educators are taught that if they do not consistently enforce the rules, learners will become confused, will begin to test their limits, and misbehaviour will escalate. There is evidence to support this emphasis on consistency. The research study on effective classroom management indicated that more successful managers responded in a consistent, predictable fashion, often invoking the rules or procedures in order to stop the disruptive behaviour. In contrast, the ineffective managers were more likely to act inconsistently, for example, sometimes they invoked the rules or procedures, whereas at other times they warned learners of penalties, but

then did not act on the warnings. This resulted in increased behavioural problems (Du Preez; Campher; Lock and Shaba, 2002:94).

In conclusion, the researcher can say that it is very important for the educators to make sure that they are consistent when disciplining the learners. To ensure consistency, one form of punishment should be given to the learners if they break the same rule. This means the consequences for a particular form of misbehaviour should be the same to all learners.

The causes of the lack of discipline in schools have been identified, now possible solutions which can be used to solve disciplinary problems will be discussed. The researcher will concentrate on reactive and preventative measures that can be used by educators, to solve the disciplinary problems that they encounter in schools on a daily basis.

2.7 SOLUTIONS TO LACK OF DISCIPLINE

2.7.1 Measures for ensuring desired learner behaviour

Sound discipline is not only essential for good teaching, but also a consequence of good teaching. The way the learners behave in a teaching-learning situation has an influence on the lesson's degree of success. As the classroom manager, the educator must control and handle the learners' behaviour in order to ensure that the goals of teaching-learning events are achieved. An acceptable level of learner behaviour is a requirement for the successful course of a teaching-learning situation. The management action with which learner behaviour is controlled is known as disciplining. Disciplining does not refer exclusively to the enforcement of a list of behavioural rules, but rather to the establishment of acceptable norms of behaviour which will make efficient cooperation in the classroom possible. This will result in learners being self-disciplined (Kruger and Van Schalkwyk, 1997:114).

Maintaining discipline in the classroom is aimed at preventing disorderly behaviour. Learners must not be allowed to negatively influence the course of teaching and learning activities. So, before looking at the possible solutions to the lack of discipline, the measures for ensuring desired learner behaviour will be discussed.

Children like good order. Good order and discipline in the classroom depends on the educator. The following measures may serve as guidelines and can be used by the educator in class as well as in school.

- Organise the classroom as comfortably and efficiently as possible.
- Make use of a variety of positive disciplinary measures.
- Apply a variety of teaching methods, constant use of a single teaching method may give rise to boredom and ultimately to misbehaviour amongst learners.
- Ensure a flowing lesson presentation, maintain a steady tempo and always be prepared.
- Provide learners with sufficient feedback for maintaining an interest in their work.
- Make quick and correct decisions in the classroom.
- Always try to act preventatively.
- Always set an example worth following.
- Provide learners with sufficient opportunity for taking personal initiative.
- Ensure healthy competition amongst learners, but set realistic requirements with regard to performance.
- Show concern and trust in the learners.
- Encourage learner participation in school activities.
- Allow learners to participate in certain aspects of classroom management and encourage self-discipline (Kruger and Van Schalkwyk, 1997:115).

It is very important for the educator to be aware of the measures to prevent a lack of discipline. Educators should try to prevent problems that give rise to a

lack of discipline in schools. However, if disciplinary problems still arise, they should make use of the means to deal with lack of discipline. The means of dealing with a lack of discipline include parental involvement, counselling, school rules, behaviour policy, and special schools. These solutions will now be discussed.

2.7.2 Parental Involvement

Parental involvement can be defined as the active and significant involvement of the parent in all aspects, non-curricular, as well as curricular, of the child's formal education (Kruger and Van Schalkwyk, 1997:148). The problem of a lack of discipline in schools is real and it is very important for parents, educators and learners to find ways of solving it. So, it should be a priority for schools to involve parents as much as possible in the education of their children. Discipline in schools is the responsibility of everyone and not only of the educators. So the maintenance of discipline in schools should be a partnership between parents, educators and learners (Chew, 2003:1; Speakes, 1996:2 and Kotze, 2002:1).

Landsberg; Kruger and Nel (2005: 455) are in agreement with Chew, Speakes and Kotze when they state that parents and educators, working together, can produce more effective changes in the learners' behaviour than when either party is grappling with the problem alone. Parents invest energy in raising their children. Moral, cognitive and spiritual aspects are learnt through parental models. Examples of behaviour traits learnt from parents or primary educators include: cooperation; responsibility; unselfishness; punctuality; obedience; loyalty and neatness. Parents' relationships with their children influence the behaviour of the children at school. Children who grow up in a home where there is understanding, love, trust, confidence, warmth and acceptance are well adjusted. They develop a positive self-concept and are diligent, obedient and responsible learners in the classroom. Success at school depends on a triangle of interaction of three components, namely, the educator, the parent and the child. A working partnership between parents

and educators improves the chance of successfully helping the child to learn and develop positive behaviour.

There must be respect between educators, parents and learners. When we have educators who are well respected by parents and learners, we will be able to solve the current problem of a lack discipline in schools. To be able to involve parents in schools, a relationship of trust must be developed between educators and parents. It has already been mentioned that the involvement of the parents in their children's education is very important in solving the disciplinary problems experienced in schools. The importance of parental involvement, and the areas in which parents can be involved in the education of their children, will now be discussed.

2.7.2.1 The Importance of Parental Involvement

A school belongs to the parents and the immediate community. Therefore it is necessary to develop networks between the school, the home and the community. The single best way to improve education is to strengthen parent involvement. Research suggests that parents' involvement in their children's education improves their children's academic performance. Education will flourish in a home where parents make provision for both the physical and psychological needs of their children. Family functions which promote learning and education include the provision of food, shelter, security, physical care, generation of affection, dignity, a sense of purpose and socialisation of its members. Success at school depends on a triangle interaction of three components, namely, the educator, the parent and the child. There are positive benefits derived from parental involvement. A working partnership between parents and educators enhances the probabilities or chances of successfully helping a child (Prinsloo, Vorster and Sibaya, 1996: 262).

2.7.3 Areas of Parental involvement

There are many ways in which parents can be involved in school life. They can be involved in activities such as parent-educator associations, education

committees, supervision of the school library or study periods in the afternoon, social events, fund raising and classroom activities. They can support school activities when they accompany educators and learners to the local library, the zoo or an outing further afield. They can also act as educator assistants in the inclusive classrooms where there are usually learners who need individual attention (Landsberg; Kruger and Nel 2005: 455).

In the learning event at school guidelines for parental involvement, cover two areas, namely administration and instruction or learning. Children learn not only at school, but as long as they are awake. Learning at school depends on the triangle of interaction between the educator, the parent and the child. Education is a function of home learning, school learning and community learning (Prinsloo, Vorster and Sibaya, 1996:263).

2.7.3.1 Parental involvement as an administrative component of education

Parents belong at the centre of their children's education. Parents function as helpers, experts, decision-makers, as well as educators in the home. Parents are co-planners of the educational welfare of their children and are also responsible for the provision of an environment and atmosphere conducive to learning and development of the child as a whole. The school depends on the parents and local community for its strength and success. Parents often underestimate their role in education. They think of themselves as only mothers and fathers to their children. Parents need to realise that their role in education is very important because the principal and staff could not efficiently carry out administrative duties without parental participation (Prinsloo, Vorster, and Sibaya: 1996: 264).

Parents constitute membership of the advisory board, the governing body, the school committee and the task force groups. It is important for parents to be part of these committees, because the school is dealing with the education of their children and that is a major concern. They must have a say in the educational matters concerning their children. Parental involvement can be

analysed in terms of intentional and functional education roles. An intentional education role is the purposeful intervention of parents with a view to agree with, prevent or correct their children. The presence of the educator as an adult, an authority figure embodying cultural values and norms, has a great educational influence on the developing child. Parent's physical presence at school, interest in school activities and contributions through governing bodies and task groups can be regarded as a functional education (Prinsloo, Vorster and Sibaya, 1996: 264).

Parental involvement as an instructional component of education will now be discussed.

2.7.3.2 Parental involvement as an instructional component of education

The most important function for parents is their role as educators in the home. There are three levels at which parental involvement in the learning of a child can be manifested. These are the complementary level, the compensatory level and the confirmatory level.

- **The complementary level**

According to Prinsloo, Vorster and Sibaya (1996:265-266) an analysis of the nature of learning at home reveals that teaching begins before formal schooling. Parents read stories to their children and show them pictures. These can be regarded as pre-reading skills taught by parents long before the child enters school. Parents function as collectors and disseminators of information to children. In this way, children learn that reading can be fun and informative. Children learn about days of the week and develop a sense of time and numbers through incidental learning events at home. This practice lays a foundation for formal learning at school. These home-based initiatives facilitate learners' educational advancement. The research evidence of the home influence on learning began with studies which indicated a correlation between home background and scholastic achievement.

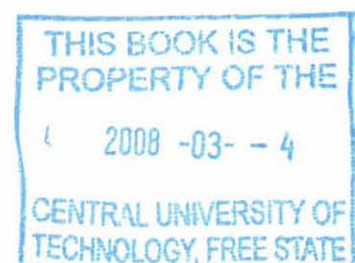
It can be assumed that parental attitudes and interest in the child's education and aspiration will serve as a reinforcement of the child's pursuit of academic excellence. Home-based learning complements school-based learning. Parents need to demonstrate the behaviour patterns they want their children to follow, such as reading books and newspapers, and frequenting the relationships as well as the formulation of a clear, consistent set of rules regarding appropriate and acceptable behaviour. These activities are initiated by parents and are likely to promote and maintain learning (Prinsloo, Vorster and Sibaya, 1996:266).

It has already been mentioned that there are three levels at which parental involvement in the education of children is manifested. The first level, which is the complementary level, has been discussed. The second level is the compensatory level.

- **The compensatory level**

Parental involvement in the child's learning plays a significant role at this level. The parents and other members are a source of practical service and concrete aid, this becomes their role. Their role becomes more important in the field of special education. The cooperation between parents and educators in the field of the education of children with special needs is considered most important (Prinsloo, Vorster and Sibaya, 1996:267).

The parent provides vital information without which no learning can take place. The educators must be informed if a child has learning and behavioural problems. It is the parents' duty to make the school aware of these conditions. The child's progress will be adversely affected if this essential information is not conveyed to the school. It is difficult to bring up a child and a more challenging task if the child has behavioural problems (Prinsloo, Vorster and Sibaya, 1996: 267-268).



- **The confirmatory level**

The involvement of a confirmatory nature takes place when parents actively encourage, support and confirm the work undertaken by the school. Children take the school into the home, that is, school-based learning is shown to and shared with parents. Parents are effective educators in the home. Parents provide a place for their children to study with a mutually agreed-upon schedule. Parents must ask questions that keep them informed of their child's progress and behaviour. They must constantly check the child's school records and exercise books. In this way parents are responsible for linking home-based and school-based education. Parents should be positive and supportive towards their children's education, because it is encouraging for the educators to receive feedback from parents (Prinsloo, Vorster and Sibaya, 1996: 268).

2.7.4 School Rules

Having set rules in schools is one way of solving the discipline problems that are experienced. Appropriate boundaries can be set for the behaviour of the learners by using school rules. Learners feel secure and in control when clear boundaries show them what they should and should not do. Troubled children feel more secure when they are contained by strong caring educators who set limits (Olsen and Cooper, 2001:131).

It is important for the schools to have rules to regulate the behaviour of the learners. It is essential for the schools to make sure that these rules are more suitable to their own situation, because the disciplinary measures that work in one school may not necessarily work in another. Like other policies, the policy on discipline changes and develops over a period of time within the school's own culture. Children generally do not have difficulty with the rules as long as they are familiar with them and see them to be fairly applied. So, it is the duty of the educators to make sure that rules are clear and easy to understand, they reflect the desired culture of the school and that they are fair

and acceptable to educators, learners and parents (Scottish Publications Online, 2004:4).

The rules should be developed in consultation with learners, educators and parents, because only when learners have a means of access to the nature, purposes and processes of the formulation of the rules will they own them and become committed to them. In order to allow the learners the fullest possible access to the behavioural outcomes that the school requires, learners have to be very closely engaged in the discussion and generation of the school rules. The class can collectively own class rules and the consequences of not honouring the rules. The learners will be more motivated to participate in such a policy as it gives them the chance to participate in decision-making when it comes to discipline (Olsen and Cooper, 2001:124-125).

2.7.4.1 The function of the school rules

In the classroom, it is the educator who should be in control. Disruptive behaviour is an attempt by the learners to take control. Intelligently constructed rules can help establish educator control, provided that their meaning is clear, they are supported by relevant rewards and sanctions, and the educator behaves assertively. The main function of the school rules is to set limits to learner behaviour and to make them aware of the conditions required for success. Rules operate in a preventative way to establish and maintain order. This does not mean learners are not treated warmly or that humour, developing relationships and mutual respect are not important. The principal or main objectives of having rules is to create a safe and warm environment through making clear what the educator values as important to ensure learners' success and to develop positive working relationships (Chaplain, 2003:140).

Rules can promote appropriate behaviour in schools. Effective rules linked to specific and appropriate consequences establish the boundaries of behaviour. They provide a safe environment in which the educators and learners can get on with their work and operate at both the classroom and school level as a

whole. They represent the school's core behavioural expectations to provide for consistency and predictability for both educators and learners. The object of having and publicising core rules is to make overall shared expectations clear, providing consistency, predictability and a solid framework from which the school can achieve its aims. Classroom rules have various functions, but should focus on making a classroom safe, keeping learners focused on their work and promoting appropriate social behaviour. One obvious reason for having rules relates to safety. In addition to physical safety, rules provide psychological safety at both cognitive and emotional levels. If learners and educators do not feel safe and secure in school, they will be unable to think about learning (Chaplain, 2003:141-142).

Rules are preventative measures which can be used by the educators to reduce the problem of the lack of discipline experienced in schools. Rules explain the type of behaviour which is not acceptable and consequences of behaving in an unacceptable manner. The rules are very important in schools as they help in maintaining discipline.

2.7.5 Behaviour Policy

Chaplain (2003:83) alleges that a behaviour policy is "a statement of aims, values and principles, and provides guidance on putting these aims into action". A school's behaviour policy is the formal representation of its vision of how behaviour will be managed. It should reflect expectations and contribute to the school's organisational climate. A behaviour policy contributes to a school's overall climate, and getting it right is important in managing behaviour. When the behaviour policy is well thought out, understood and generally accepted by all in schools, it can eliminate or alleviate minor disruptive behaviour.

A behaviour policy should provide the structure for behaviour management at the whole-school level, in the classroom and for the type of intervention strategies used to handle learners with behaviour difficulties (Chaplain, 2003:84). It is important for the principal, parents and educators to note that,

in addition to the school rules, the school must have a behaviour policy. the school rules cover different aspects, the behaviour policy concentrates on managing behaviour. It is a necessity in schools because educators often encounter behaviour problems.

2.7.6 Counselling

According to Locke and Ciechalskie (1995:3) "Counselling is the art of helping people. Professional counsellors are individuals trained to share knowledge and skills with those who need help. Counselling recognises that all people need help as they routinely pass through childhood, adolescence and adulthood. Effective counselling is preventative. Counsellors help people with their personal, social, career and educational development".

Counselling has its origins in the instability generated by the rapid changes that are a feature of our times. This has created a mood of uncertainty and apprehension in many individuals. To help individuals to face their conflicts and resolve their problems, they must be in a counselling relationship. A counselling relationship occurs when a person is aware of his or her problem and has a need to talk it over with another person who can listen with sensitivity and understanding, and who has available a range of psychological skills and knowledge to help an individual to cope with or overcome his or her problem. Counselling aims to help people help themselves. The counselling process involves psychological skills include both those of forming an understanding relationship with clients and also skills focused on helping them to deal with specific aspects of their feeling, thinking and behaviour (Behr, 1998: 172).

Counselling is an interactive process between a helper and one or more helpees. In the school situation, counselling begins when the learner voluntarily approaches the counsellor with his or her problems and has the knowledge that he or she will be free to talk about them in the climate of confidence and trust. So counselling in education may be described as an interaction developed through the relationship between a counsellor or guidance educator and the learner. This interaction helps learners to

their own decisions and choices, to resolve confusion or cope with distress in a personally realistic and meaningful way, having consideration for their emotional and practical needs and for the likely consequences of behaviour (Behr, 1998:172).

Counselling is important in helping children who misbehave in schools. It has been mentioned in the causes of a lack of discipline that there are various factors which contribute to a lack of discipline. In counselling, the child identifies the problems which make him or her misbehave and tries to solve them. So, in counselling, the counsellor helps children to come to terms with what influences them to misbehave, and, by solving that, solves the problems concerning discipline in schools. It has already been mentioned that counsellors are responsible for counselling in schools and not the educator. Although the educator is not responsible for counselling, they have a role to play in the counselling of the children. The role of the educator in counselling will be discussed (Locke and Ciechalskie, 1995: 8-9).

2.7.7 The educator's role in counselling

The role of educator in counselling is a supportive one. The school counsellor is the primary person responsible for counselling learners. A counsellor may also help educators understand their counselling roles by providing in-service training. Such training may include improving and developing effective communication techniques, and enhancing classroom management skills (Locke and Ciechalski, 1995: 8-9).

In conclusion, the researcher can say that counselling is one of the best tools which can be used in schools by educators, to solve the lack of discipline. Counselling helps the children confront what influences their behaviour. So, by confronting what influences their behaviour, children can identify what makes them misbehave and, in so doing, learn to behave in a more appropriate fashion.

2.7.8 Special Schools

According to Singh (2003:1-2), the ministry of education should look at other alternatives in trying to solve the problem of discipline in schools. Special schools, led by specially trained educators, should be set up for problematic learners to offer special education to learners with special needs. This type of education is for children who need more help with upbringing and learning than ordinary children at the secondary school level. There are various types of special schools for different special education needs, but we will only concentrate on special schools for children with behavioural difficulties. These schools teach learners who are unable to attend mainstream schools, primarily because of their behaviour problems. The curriculum is aimed at giving the child self-confidence and helping them to overcome their problems (Singh, 2003:2).

Admission to special schools, as in mainstream, is age-dependent, though the age limits vary from school to school. A minimum age of six applies to schools for admission of a child. An application form must be submitted by the parents to the school. Intermediaries are often involved, such as a school advice service, a school or a doctor, but the application itself remains the responsibility of the parents. The ministry of education will monitor these learners by obtaining a report of the learners' progress from the educators (Singh, 2003:2).

It is very important to set up special schools, because it is better to centralise learners with behavioural problems into one school and let educators, who are well trained, deal with them.

2.8 Summary

This chapter explored various areas of research undertaken in the field of discipline at schools to identify the factors contributing to the lack of discipline and ways of addressing the lack of discipline and its causes. The factors that were identified as contributing to the lack of discipline include: the home; the parents; the society and the school. Lastly, the possible solutions to the lack of discipline were identified, and those include: parental involvement in schools; school rules; the behaviour policy; counselling and special schools. Chapter three will provide information about the different methods which were used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter two looked at the review of literature relevant to the study. Chapter three describes the research methodology that the researcher employed in this study. This chapter discusses the methods and procedures employed in collecting data and the various techniques that were utilized in conducting the research. This chapter also seeks to justify why certain techniques were preferred over others.

3.2 THE RESEARCH DESIGN

The research approach that was used in this study was the quantitative research approach. We distinguish between two research approaches, namely, the quantitative and qualitative research approaches. The most obvious distinction between these two approaches is the form of data presentation. According to McMillan and Schumacher (1993:14-15) the quantitative research approach presents statistical results represented with numbers whereas the qualitative approach presents facts in narration with words. The researcher chose the quantitative research approach because it is easier to analyse data in quantitative research as it deals with numbers.

3.3 THE METHOD OF RESEARCH

The method which was used in this research is the survey. According to McBurney (1994: 3) the purpose of a survey is simply to determine how people feel about a particular issue. In this study the researcher wanted to find out the opinions of the educators and the learners about the factors that contribute to the lack of discipline in four selected secondary schools in the Mangaung Area of Bloemfontein. Other surveys may attempt to find out the effect of some event or events on the peoples' behaviour. When using the

survey to conduct research, the researcher attempts to collect data about large populations. Scott and Robin (1996: 55) state surveys use questionnaires or interviews to describe the characteristics of the populations. Surveys may lead to simple frequency counts or to more complicated relational analysis.

The researcher chose this research method because surveys are best to use when collecting data in a large population as the researcher's population included a large number of educators and learners from four selected public secondary schools in Mangaung.

3.4 POPULATION

The population refers to the entire group of people, events or things of interest that the researcher wishes to investigate (Sekaran, 1992:225).

The population of this study included all public secondary schools situated in the Mangaung area of Bloemfontein in the Free State Province.

3.5 SAMPLE

A sample is a subset of the population. It comprises some members selected from the population. In other words, some, but not all elements of the population would form the sample (Sekaran, 1992:225). The sample for this study included the educators and the learners of four public schools situated in the Mangaung area of Bloemfontein.

The researcher chose public schools because these schools, like all other schools, also experience disciplinary problems. So, the researcher wanted to identify the causes of these problems. To select the sample, the researcher made use of stage sampling. This means a number of schools were selected at random, and from these schools a number of classes were selected at random (Cohen and Manion, 1995:88). All learners in selected classes were given an opportunity to participate in this study by completing a questionnaire.

3.5.1 Sample Characteristics

The sample was originally composed of 100 educators and 400 learners from four selected secondary schools in the Mangaung area. Although the sample of the educators was only 100 the researcher distributed 120 questionnaires to the schools because, increasing the sample size increases the efficiency of the sample. There was a reason for having a sample of 100 educators coming from schools that people perceive to be struggling with discipline and schools that people perceive to be disciplined. The reason was to make sure that the research work is not biased and dominated by ideas of the educators and the learners of the so called "disciplined" or "undisciplined" schools. The aim was to have all questionnaires answered.

However, out of the 100 questionnaires administered to educators in schools only 68 questionnaires were completed and available when the researcher collected them. Out of the 400 questionnaires administered to the learners in schools, 382 questionnaires were completed and were available for collection when the researcher collected them.

When the questionnaires were checked, there were questionnaires with no responses in certain items and those are indicated in the frequency tables. As there were only a few missing cases in the questionnaires, this made all the questionnaires eligible for the study, and indicated a 68% response rate for the educators and a 95.5% for the learners.

3.6 GAINING ACCESS

In this research study the data collection process was preceded by obtaining permission to conduct research from the Free State Department of Education (See Appendix A). A letter, which requested permission to conduct research in the schools from the Free State Department, was delivered to the Department, in person, by the researcher along with the letter of approval to conduct research from the researchers' Supervisor (See Appendix B). A letter from the Free State Department of education, which informed the researcher

about the registration of the research project, was sent to the researcher (See appendix C). Letters requesting permission to enter the school premises were distributed by the researcher to the four selected secondary schools (See Appendix D). A letter requesting permission from the parents to use their children in the study was also given to the school principals (See Appendix E). The letters briefly explained the purpose of the study. The researcher distributed the letters to the schools personally. This was done in order to convince the principals of the importance of requesting the educators and the learners to participate in this research study.

Appointments to meet with the principals of the four selected secondary schools and to deliver documentation requesting permission to conduct research at all the schools were made telephonically.

3.7 DATA COLLECTION

Data was collected by making use of questionnaires only (See Appendix F) for the educator questionnaires and (Appendix G) for the learner questionnaire. The researcher chose to make use of questionnaires because questionnaires can be used to collect data from a very large sample within a short space of time.

Interviews were only going to be conducted if there were aspects from the responses of the participants which needed clarity. The responses received from the research respondents on the questionnaires were satisfactory and gave valuable inputs, especially in Section C, which included open-ended questions. In Section C, the research respondents were expected to give their opinions on the causes of the lack of discipline and also to suggest possible solutions to the problem. Based on the information received from the responses of the educators and the learners, there was no need for the interviews to be conducted.

3.7.1 The interview

An interview is a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focuses on the content specified by the research objectives of systematic description or explanation (Cohen and Manion, 1995: 271). According to Neuman (1994:225), “an interview schedule is a set of questions read to the respondent by an interviewer who also records responses”.

According to Cohen, Manion and Morrison (2000:267), the use of an interview in research marks a move away from seeing human subjects as simply manipulatable, and they regard an interview as an interchange of views between two or more people on a topic of mutual interest. An interview is seen as the centrality of human interaction for knowledge production. So, interviews enable participants, be they interviewers or the interviewees, to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view.

The researcher was going to make use of structured interviews because in structured interviews specific goals and questions for the interview are detailed before the interview commences. Structured interviews are based on an established questionnaire – a set of questions with fixed wording and a sequence of presentation, as well as more or less precise indications of how to answer each question (Bless and Higson – Smith, 1995:107). So the researcher knows what has to be achieved. This then provides guidelines and therefore a structure in which to function as the researcher knows exactly the kind of information that should be gathered in an interview.

The interviews in this study were going to be conducted only if there were aspects of the questionnaires which needed clarity. The responses received from the research respondents on the questionnaires were satisfactory and the research respondents also provided valuable inputs in the open-ended

questions. Based on the valuable information received from the questionnaires, the interviews were not conducted.

3.7.2 The questionnaire

A questionnaire is a pre-formulated, written set of questions to which respondents record their answers, usually within rather closely defined alternatives (Sekaran, 1992:200). A questionnaire is relatively economical, has standardised questions and can be written for specific purposes. The researcher chose to use questionnaires, because when using questionnaires, the researcher can easily obtain information from a large sample in a short period of time. The researcher developed a questionnaire, which was used to obtain information about the factors contributing lack of discipline in secondary schools.

The use of questionnaires in this research study allowed for adequate data to be collected at the least cost in terms of time and access to participants. The questionnaire was not difficult to answer. So, in the case of the teachers, it made it possible for the researcher to collect data without interfering with the participants' work since the educators could complete the questionnaire at their own convenience. In the case of the learners the questionnaire was completed with the assistance of the researcher and the questionnaires were immediately collected by the researcher when completed.

The name of both questionnaires was "The Factors Contributing to the Lack of Discipline in Secondary Schools in the Mangaung Area of Bloemfontein in the Free State Province and Possible Solutions".

Two separate questionnaires were designed for educators and learners to determine the factors contributing to the lack of discipline in secondary schools. The questionnaires consisted of three sections. The first page of both questionnaires explained the purpose of the research. Section A of both questionnaires was a demographic questionnaire. Section B of the questionnaires had questions about the factors which contribute to a lack of

discipline in secondary schools. Section C of the questionnaire contained questions pertaining to possible solutions to lack of discipline.

A demographic questionnaire was used to obtain personal data about the research subjects. Demographic questions also known as personal information or classification data, consisted of information such as age, educational level, experience, marital status, income etc. It is advisable to obtain certain demographic data in surveys because such data helps to describe the sample characteristics when one is writing a research report (Sekaran, 1992:207-208).

The demographic questions used in the educator's questionnaire included age, educational level (qualifications), experience and gender. Demographic information about the learners included age, gender and the educational level (Grade). The demographic information was the independent variable and the purpose of using this information in the study was to determine whether there are any differences amongst the educators and the learners with respect to how they perceive the factors contributing to the lack of discipline in schools and possible solutions.

The rating scale which was used in this questionnaire was the Likert scale. Rating scales are one way in which degrees of responses and the intensity of responses can be managed. A Likert scale (named after its deviser, Rensis Likert, in 1932) provides a range of responses to a given question or statement (Cohen, Manion and Morrison, 2000:253).

In the educator questionnaires the items were to be answered using a 5-point-scale.

The scale used the following categories:

Strongly agree (5); Agree (4); Undecided (3); Disagree (2); and Strongly Disagree (1).

In the case of the learner questionnaire the items were answered using Yes or No.

In the learner questionnaire the following categories were used:

Yes (3); No (2); and Unsure (1).

The questions asked in these questionnaires required information which ultimately answered the research questions and tested the hypotheses of the study.

By making use of the Likert scale, the researcher ensured that a wide range of responses, which the respondents wished to give, were covered. For example, one respondent may 'agree' with the statement or question, one may 'strongly agree', another may be 'undecided' (unsure), 'disagree' or may, even 'strongly disagree'. All these responses, which respondents might give, should be accommodated in the questionnaire by the researcher.

3.8 THE PILOT STUDY

A pilot study is necessary for the proper development of a questionnaire. The questionnaire was piloted as it is important to make sure that the questionnaire was pre-tested before it was distributed on a large scale. Pre-testing the questionnaire was important to determine the success of the questionnaire. A pilot has several functions, principally to increase reliability, validity and practicability (Cohen, Manion and Morrison, 2000: 260).

A pilot study was conducted between the 20th and the 24th of July 2005. Questionnaires were administered to eight educators and twenty two learners. The researcher piloted the questionnaires to check the clarity of the questionnaire items and instructions, to gain feedback on the validity of the questionnaire items, to eliminate ambiguities or difficulties in the wording and to check whether the questionnaire was too long or too short, too easy to

understand or too difficult, too threatening, too intrusive or too offensive. The analysis of the pilot study provided the means for checking the suitability and the relevance of the questions and gave the researcher an idea about the type of data that is likely to emerge or come of the main study.

3.9 DATA ANALYSIS

Analysis of data involves trying to sort out what the data involves. In this research study, the analysis of data involved organizing collected data, generating categories, searching for explanations of the data and then writing a report. The organization of data was done by first reading through the data collected. During the process of reading data, the researcher was also interpreting the data and drawing conclusions about various aspects of the study.

During this process the researcher recorded all the data that was relevant to the study and determined what data would be useful for the study. By studying the recorded data, the researcher determined the dominant views and compared responses given by various participant or participants. Each item, in which the majority of the respondents had similar answers, was taken as the true reflection of the situation under study. The researcher also tried to find other alternative explanations to interpret some of the responses.

We distinguish between two important tools that are frequently used in the analysis of data, that is, the inferential statistics and descriptive statistics. Inferential statistics are used to test the hypothesis. The purpose and function of inferential statistics is more complex, it includes generalizing results obtained on the basis of a few data, that is, a sample to a large group of the population. Inferential statistics provide the means by which one is able to draw inferences about the population on the basis of what is known about the sample. Therefore, the aim of inferential statistics is to develop tests for assessing the level of rejection of a hypothesis, that is, to determine the probability of an error being produced in generalizing a property of a sample to the entire population (Bless and Kathuria, 1993: v). They differ from

descriptive, in that they provide conclusions that extend beyond the data. That is, inferential statistics make inferences from the sample about the population from which it was drawn. Inferential statistics are used to estimate, from a sample, what is true of a population. Inferential statistics are necessary to provide a better understanding of the precise nature of description, relationships and differences on the basis of data collected in a study (MacMillan, 1992:192).

Descriptive statistics describe a set of data for a group to provide enlightenment on the characteristics of that group alone. The descriptive statistical procedures that can be used in research include the following: frequency distributions, graphs, charts, measures of central tendency and indicators of variability (Black, 1993:86). The aim of descriptive statistics is to present the collected data in a coherent and functional way. Descriptive statistics are a way of organizing a set of data so that its main characteristics can be grasped without effort. The data is listed, or even grouped, in order to access how often they occur, that is, their frequency is determined. These frequencies can be illustrated or presented graphically in various ways to provide direct information on the various relationships between different subgroups and sub-factors (Bless and Kathuria, 1993: iv).

The statistical procedures which were used in this study include the frequency distribution and graphs. According to MacMillan (1992:90), descriptive statistics transform a set of numbers into indexes that summarize the characteristics of a sample. These statistics communicate characteristics of the data as a whole and estimate the characteristics of the population. The statistical package that was used for the analysis of data was the SPSS for UNIX NO 6. This statistical package was used to generate descriptive statistics. The statistical procedures that will be used for this study are tables and graphs. The table is cross-tabulation of frequency of the occurrence of two variables, namely group and method classification. The researcher chose to use tables and graphs because tables are the most expressive form for written presentation of data. The table provides access to information in both absolute and percentage form, and allows easy comparison between the

cells. Graphs were also used to present data, because in some instances presenting information in a diagrammatic form can be very useful because it may happen that a graphical presentation of data will make the comparison of data easy (Brown and Dowling, 1998:109).

3.10 SUMMARY

This chapter explained the research design and provided reasons for choosing this research design. It also pointed out the population and the sample of the study, provided information on the pilot study and reasons for conducting it. The instrument that was used by the researcher to collect data was also explained and reasons were provided why the particular instrument was chosen over others. Chapter four looks at and explains data presentation and analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

Chapter three has explained the various research techniques that were used in gathering data and how the data were analysed. Chapter four presents the data and analysis of the study carried out to investigate the factors contributing to the lack of discipline in the selected secondary schools.

This study sought to find answers to the following research questions:

- Does the socio-economic background of the learner contribute to the lack of discipline in secondary schools?
- What kind of problems do educators encounter as a result of the lack of resources in secondary school?
- Does overcrowding of learners in the classroom contribute to a lack of discipline in secondary schools?
- Do parents contribute to some of the disciplinary problems experienced in school?
- How does the school contribute to disciplinary problems experienced in schools?
- Does society contribute to lack of discipline in schools?

Data presentation has been done under the following headings:

- Results from educator questionnaires
- Results from learner questionnaires

4.2 THE EDUCATORS BIOGRAPHICAL DATA

As already pointed out in Chapter 3, questionnaires for the main study were administered to 100 educators and 68 questionnaires were completed and available for collection. This section provides biographical data of the teachers.

4.2.1 Responses according to age

The following table indicates age of the educators who participated in the study.

Table 4.1 Age of respondents (n = 65)

Category	Frequency	Percentage (%)
20-29	6	9.23%
30-39	25	38.46%
40-49	23	35.38%
50-59	11	16.92%
Other	0	0
No response	(3)	(4.61)
Total	65	100%

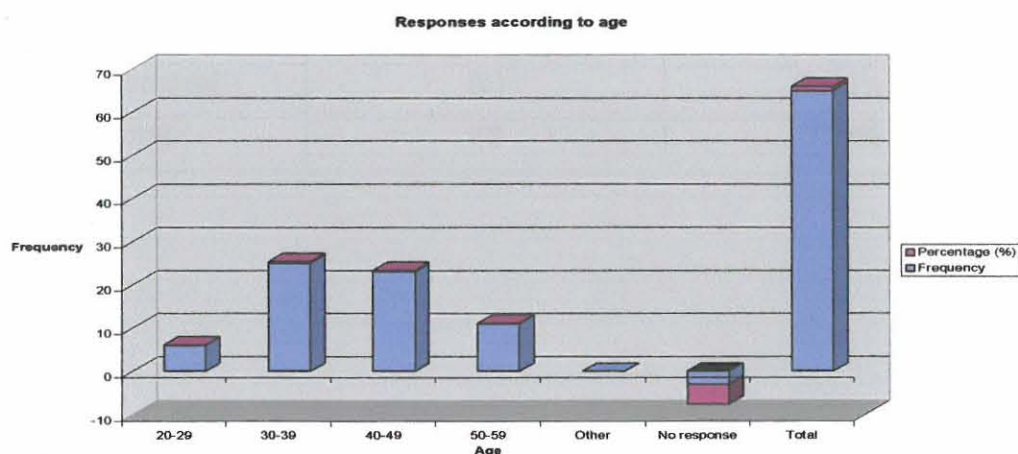


Figure 4.1

Of the 68 questionnaires, only 65 respondents completed this item. The information on age of the educators indicates that of the 65 respondents, 6 (9.23%) educators are between the ages of twenty and twenty-nine, 25 (38.46%) are between the ages of thirty and thirty-nine, 23 (35.38%) are between the ages of fifty and fifty nine.

This indicates that the majority of the educators in this study are mature as their ages range between thirty and forty years. These are the educators that have years of experience and know exactly what happens in schools when it comes to discipline. There are 3 (4.61%) respondents who did not complete this item.

4.2.2 Qualifications

The following table provides information on the educational level of the respondents, that is, the qualifications of the educators.

Table 4.2 Qualifications of the respondents (n=62)

Category	Frequency	Percentage (%)
Doctorate	1	1.61%
Masters	5	8.08%
B. Hon.	11	17.74%
B.A, B.Sc., B. Comm	37	59.68%
Other	8	12.90%
No response	(6)	(9.68%)
Total	62	100%

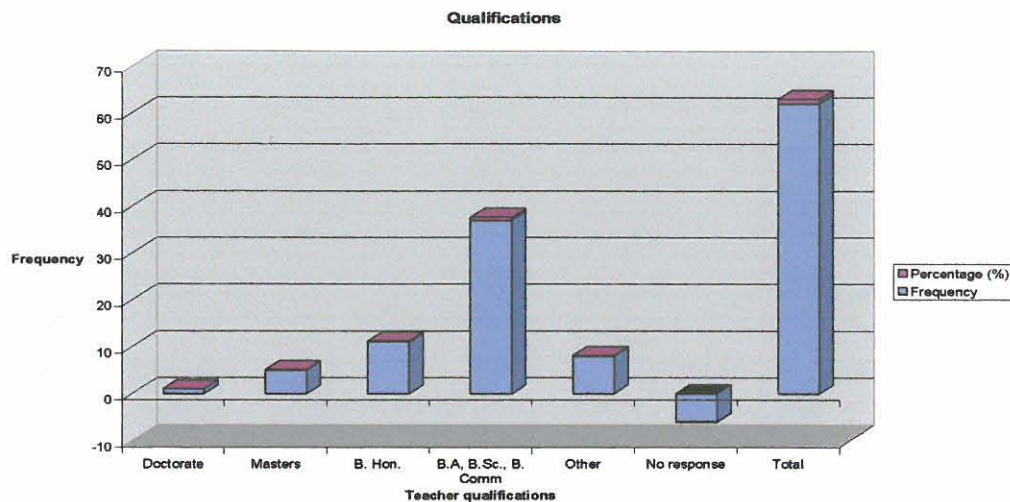


Figure 4.2

Out of the 68 respondents, only 62 completed this item. This means that 6 (9.67%) educators did not complete this item. Of the 62 respondents, 1 (1.61%) has a Doctorate, 5 (8.08%) have a Masters Degree, eleven (17.74%) have a B. Ed. Honours Degree, 37 (59.68%) have either a B.A Degree, a B.Sc. or a B. Com. Degree and 8 (12.90%) have other qualifications, which include Diplomas in Education.

4.2.3 Experience

This table provides information on the years of teaching experience of the educators who participated in this study.

Table 4.3 Experience of the educators (n=64)

Category	Frequency	Percentage (%)
01-10	25	39.06%
11-20	25	39.06%
21-30	12	18.75%
31-40	2	3.13%
No response	(4)	(6.25)
Total	64	100

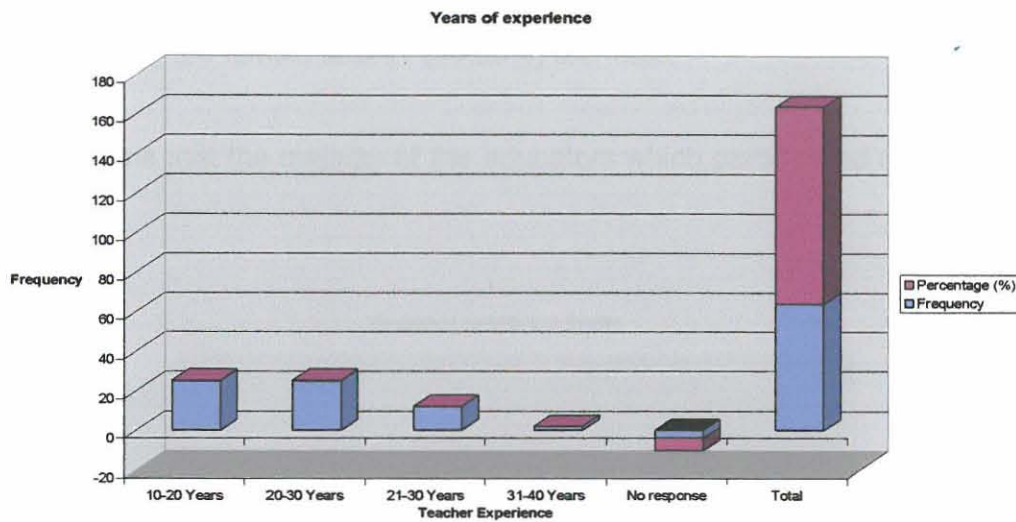


Figure 4.3

In 68 questionnaires received, only 64 respondents completed this item. Of the 64 respondents, 25 (39.06%) had one to ten years working experience, another 25 (39.06%) had eleven to twenty years experience, 12 (18.75%) had twenty-one to thirty years experience and 2 (3.13%) have thirty one to forty years working experience.

The majority of the respondents have a teaching experience which ranges from one to twenty years.

4.2.4 Gender

This table provides information on the number of male and female educators who participated in this study.

Table 4.4 Gender of the respondents (n=64)

Category	Frequency	Percentage (%)
Female	23	35.94%
Male	41	64.06%
No response	(4)	(6.25%)
Total	64	100

Out of 68 respondents, only 64 completed this item. Of the 64 respondents, 23 (35.94%) are female and 41 (64.06%) are male.

This means that the majority of the educators which participated in this study are male.

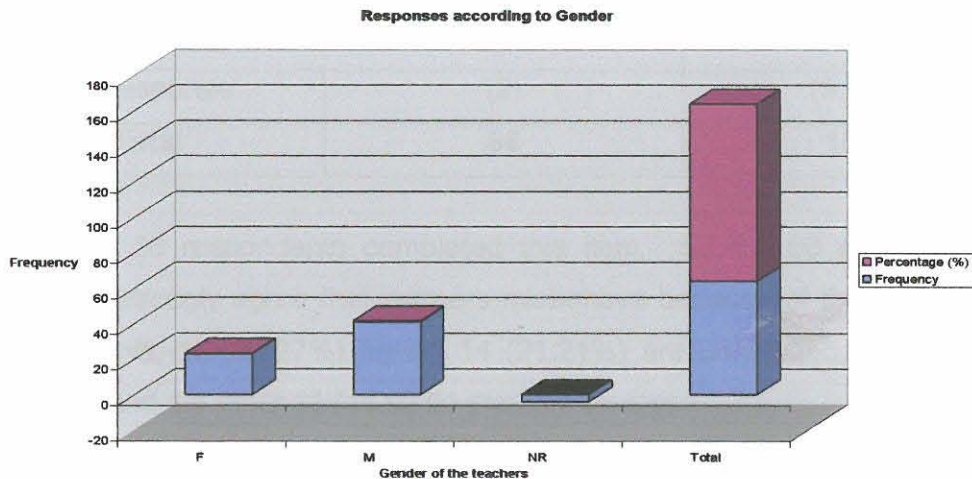


Figure 4.4

4.3 FACTORS CONTRIBUTING TO THE LACK OF DISCIPLINE

This section provides information about the factors contributing to the lack of discipline in secondary schools.

4.3.1 Parental influence

This table provides information on the responses of the educators on whether children misbehave because of the influence of their parents.

Table 4.5 Influence of Parents

(n=66)

Category	Frequency	Percentage (%)
Strongly Agree	12	18.18%
Agree	18	27.27%
Undecided	14	21.21%
Disagree	11	16.67%
Strongly Disagree	11	16.67%
No response	(2)	(3.03%)
Total	66	100%

66 out of 68 respondents completed this item. Of the 66 educators, 12 (18.18%) strongly agree that learners misbehave because of the influence of their parents, 18 (27.27%) agree, 14 (21.21%) are undecided, 11 (16.67%) disagree and the other 11 (16.67%) strongly disagree.

In response to item 1 in Section B, table 4.5 reflects that 45.5% of the educators agree that parents negatively influence the behaviour of the learners.

4.3.2 Rejection of children

This table indicates the response of the educators on whether the rejection of children by their parents can lead to a lack of discipline in secondary schools.

Table 4.6 Rejection by parents

(n=68)

Category	Frequency	Percentage (%)
Strongly Agree	27	39.71%
Agree	26	38.24%
Undecided	4	5.88%
Disagree	6	8.82%
Strongly Disagree	5	7.35%
No response	0	(0)
Total	68	100%

In this item, all respondents answered the statement. Of the 68 respondents, 27 (39.71%) strongly agree with the statement that the rejection of children by their parents contributes to disciplinary problems in secondary schools, 26 (38.24%) agree with the statement, 4 (5.88%) are undecided, 6 (8.82%) disagree and 5 (7.35%) strongly disagree with the statement.

The response to item 2 in section B of the questionnaire, on whether the child who is rejected at home will have no respect for adults including educators, Table 4.6 indicates that 77.9% of the educators agree that children who are rejected will have a lack of respect for all adults.

4.3.3 Failure to control children

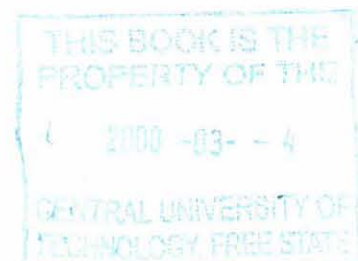
Table 4.7 provides information on whether the failure of parents to exercise control over their children leads to indiscipline in secondary schools.

Table 4.7 Failure of parents to exercise control (n=65)

Category	Frequency	Percentage (%)
Strongly Agree	41	63.08%
Agree	20	30.77%
Undecided	4	6.15%
Disagree	0	0
Strongly Disagree	0	0
No response	(3)	(4.61%)
Total	65	100%

Out of 68 respondents, 65 completed this item. Of the 65 respondents, 41 (63.08%) strongly agree with statement that the failure of the parents to exercise control over their children contributes to indiscipline, 20 (30.77%) agree with the statement, and 4 (6.15%) are undecided.

There are no respondents who disagreed with the statements. 3 (4.61%) respondents did not complete this item.



4.3.4 Control

The following table provides information on the response of educators on whether excessive control by parents contributes to the lack of discipline in secondary schools.

Table 4.8 Excessive Control (n=66)

Category	Frequency	Percentage (%)
Strongly Agree	5	7.58%
Agree	19	28.79%
Undecided	18	27.27%
Disagree	15	22.73%
Strongly Disagree	9	13.64%
No response	(2)	(3.03%)
Total	66	100%

66 respondents out of 68 completed this item, that means that 2 (3.03%) did not complete this item. Of the 66 respondents, 5 (7.58%) strongly agree with the statement that indiscipline could be a result of parents exercising excessive control over their children, 19 (28.79%) agree with the statement, 18 (27.27%) are undecided, 15 (22.73%) disagree and 9 (13.64%) strongly disagree with the statement.

In this item, the total number of the respondents who agree with the statement are 24 (36.4%) and those who disagree amount to 24 (36.4%).

4.3.5 Relationships

Table 4.9 provides information about the responses of the educators on whether poor relationships between the children and their parents lead to indiscipline in secondary schools.

Table 4.9 Poor relationships

(n=68)

Category	Frequency	Percentage (%)
Strongly Agree	23	33.82%
Agree	35	51.47%
Undecided	3	4.41%
Disagree	5	7.35%
Strongly Disagree	2	2.94%
No response	0	(0)
Total	68	100%

Of the 68 respondents 23 (33.82%) strongly agree with the statement that poor relationships between parents and their children lead to indiscipline, 35 (51.47%) agree with the statement, 3 (4.41%) respondents are undecided, 5 (7.35%) disagree with the statement and 2 (2.94%) strongly disagree with the statement.

The response to this item indicates that the majority of the respondents, 58 (85.3%), do agree with the statement that poor relationships between the parents and their children do contribute to lack of discipline in secondary schools.

4.3.6 Communication

The following table provides information on whether communication breakdown between the home and the school contributes to a lack of discipline experienced by educators in secondary schools.

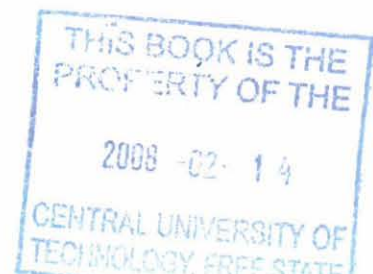


Table 4.10 Communication breakdown

(n=67)

Category	Frequency	Percentage (%)
Strongly Agree	26	38.81%
Agree	28	41.79%
Undecided	9	13.43%
Disagree	3	4.48%
Strongly Disagree	1	1.49%
No response	(1)	(1.49%)
Total	67	100%

Out of 68 questionnaires completed, only 1 (1.49%) respondent did not complete this item, making the total of respondents 67. Of the 67 respondents, 26 (38.81%) strongly agree with the statement that a communication breakdown between the parents and the educators contributes to the lack of discipline, 28 (41.79%) agree with the statement, 9 (13.43%) respondents are undecided, 3 (4.48%) disagree and 1 (1.49%) strongly disagrees.

The response to item 6 in Section B indicates that the majority of the respondents, that is, a total of 54 (80.6%), agree with the statement that a communication breakdown between the school and the home is one of the factors which contribute to a lack of discipline in secondary schools.

4.3.7 Society

In Table 4.11, the educators' response to the item on whether the society in which the child lives can influence the behaviour of the learners is given.

Table 4.11 Influence of society

(n=67)

Category	Frequency	Percentage (%)
Strongly Agree	25	37.31%
Agree	29	43.28%
Undecided	7	10.45%
Disagree	4	5.97%
Strongly Disagree	2	2.99%
No response	(1)	(1.49%)
Total	67	100%

Out of 68 respondents, 1 (1.49%) did not complete this item. Of the 67 respondents, 25 (37.31%) strongly agree with the statement that the society in which the child lives can negatively influence the behaviour of the learners, 29 (43.28%) agree with the statement, 7 (10.45%) respondents are undecided, 4 (5.97%) disagree and 2 (2.99%) strongly disagree with the statement.

The majority of respondents 54 (80.6%) agree that the society in which the child lives can influence the behaviour of the learner.

4.3.8 Background

The following table provides information on the responses of the educators on whether the socio-economic background of the learners play a role in influencing the way in which the learners behave.

Table 4.12 Socio-economic background

(n=65)

Category	Frequency	Percentage (%)
Strongly Agree	22	33.85%
Agree	30	46.15%
Undecided	6	10.77%
Disagree	5	7.69%
Strongly Disagree	1	1.54%
No response	(3)	(4.61%)
Total	65	100%

Of the 68 respondents 3 (4.61%) did not complete this item, meaning that 65 respondents completed the item. Of the 65 respondents, 22 (33.85%) strongly agree that the socio-economic background of the learners plays a role in influencing the behaviour of the learners, 30 (46.15%) respondents agree with the statement, 6 (10.77%) are undecided, 5 (7.69%) disagree and 1 (1.54%) strongly disagrees with the statement.

In response to this item table 4.12 reflects that 52 (81.6%) of the respondents agree that the socio-economic background of the learners can influence the behaviour of the learners.

4.3.9 Disadvantaged Families

Table 4.13 provides information on the responses of the educators to the statement that children coming from disadvantaged families tend to have behavioural problems.

Table 4.13 Socially and economically disadvantaged children (n=67)

Category	Frequency	Percentage (%)
Strongly Agree	16	23.88%
Agree	22	32.84%
Undecided	10	14.93%
Disagree	12	16.42%
Strongly Disagree	8	11.94%
No response	1	(1.49%)
Total	67	100

Of the 67 respondents, 16 (23.88%) strongly agree with the statement that children coming from socially and economically disadvantaged families tend to have behavioural problems, 22 (32.84%) agree with the statement, 10 (14.93%) are undecided, 12 (16.42%) do not agree and 8 (11.94%) strongly disagree with the statement.

In this item, the response of the educators indicated that 38 (55.5%) of the educators agree that children from disadvantaged families have behavioural problems.

4.3.10 Aspirations and opportunities

Table 4.14 provides information on the responses of the educators on whether the limited aspirations and opportunities of the learners contribute to negative behaviour.

Table 4.14 Limited aspirations and opportunities (n=67)

Category	Frequency	Percentage (%)
Strongly Agree	16	23.88%
Agree	26	38.81%
Undecided	11	16.42%
Disagree	14	20.90%
Strongly Disagree	0	0
No response	(1)	(1.49%)
Total	67	100%

Of the 67 respondents, 16 (23.88%) strongly agree that limited aspirations and opportunities contribute to negative behaviour of the learners in secondary schools, 26 (38.81%) agree, 11 (16.42%) are undecided, 14 (20.90%) disagree and no one strongly disagrees with the statement.

Table 4.14 indicates that 42 (51.5%) of the educators are in agreement with the statement that limited aspirations and opportunities contribute to the negative behaviour of the learners in secondary schools.

4.3.11 Overcrowding

The following table, Table 4.15, gives information on the responses of the educators on whether overcrowding in classes contributes to a lack of discipline in secondary schools.

Table 4.15 Overcrowding in schools

(n=68)

Category	Frequency	Percentage (%)
Strongly Agree	29	42.65%
Agree	23	33.82%
Undecided	6	8.82%
Disagree	8	11.76%
Strongly Disagree	2	2.94%
No response	0	(0)
Total	68	100%

Of the 68 respondents, 29 (42.65%) strongly agree with the statement that overcrowding in classes produces discipline problems, 23 (33.82%) agree with the statement, 6 (8.82%) are undecided, 8 (11.76%) disagree with the statement and 2 (2.94%) strongly disagree with the statement.

The responses to this item reflect that 52 (76.4%) of educators are in agreement that overcrowding in classes does contribute to disciplinary problems.

4.3.12 Individual attention

Table 4.16 provides information on whether individuality in big classes is ignored and whether this facilitates misbehaviour.

Table 4.16 No individual attention

(n=66)

Category	Frequency	Percentage (%)
Strongly Agree	21	31.82%
Agree	22	33.33%
Undecided	15	22.73%
Disagree	6	9.09%
Strongly Disagree	2	3.03%
No response	(2)	(3.03%)
Total	66	100%

Table 4.15 Overcrowding in schools

(n=68)

Category	Frequency	Percentage (%)
Strongly Agree	29	42.65%
Agree	23	33.82%
Undecided	6	8.82%
Disagree	8	11.76%
Strongly Disagree	2	2.94%
No response	0	(0)
Total	68	100%

Of the 68 respondents, 29 (42.65%) strongly agree with the statement that overcrowding in classes produces discipline problems, 23 (33.82%) agree with the statement, 6 (8.82%) are undecided, 8 (11.76%) disagree with the statement and 2 (2.94%) strongly disagree with the statement.

The responses to this item reflect that 52 (76.4%) of educators are in agreement that overcrowding in classes does contribute to disciplinary problems.

4.3.12 Individual attention

Table 4.16 provides information on whether individuality in big classes is ignored and whether this facilitates misbehaviour.

Table 4.16 No individual attention

(n=66)

Category	Frequency	Percentage (%)
Strongly Agree	21	31.82%
Agree	22	33.33%
Undecided	15	22.73%
Disagree	6	9.09%
Strongly Disagree	2	3.03%
No response	(2)	(3.03%)
Total	66	100%

66 respondents out of 68 completed this item. Of the 66 respondents, 21 (31.82%) strongly agree that individuality in big classes is ignored and this facilitates disruptive behaviour, 22 (33.33%) agree with the statement, 15 (22.73%) are undecided, 6 (9.09%) disagree and 2 (3.03%) strongly disagree.

Regarding item 11 in Section B of the questionnaire, 43 educators, that is 65.2%, agree that individual attention is ignored in overcrowded classes and this may cause disciplinary problems.

4.3.13 Teaching Methods

In table 4.17, information is provided on the response of the educators as to whether learners misbehave because of a lack of variation in teaching methods used by the educators when presenting lessons.

Table 4.17 Lack of variety in teaching methods (n=67)

Category	Frequency	Percentage (%)
Strongly Agree	5	7.46%
Agree	26	38.81%
Undecided	19	28.36%
Disagree	13	19.40%
Strongly Disagree	4	5.97%
No response	(1)	(1.49%)
Total	67	100%

Out of 68 questionnaires completed, only 67 respondents completed this item. Of the 67 respondents, 5 (7.46%) respondents strongly agree with the statement that learners misbehave because of a lack of variation in the teaching methods used by educators when presenting lessons, 26 (38.81%) agree, 19 (28.36%) are undecided, 13 (19.40%) disagree and 4 (5.97%) strongly disagree with the statement.

The response of educators for this item indicates that 31 (46.3%) of the educators agree that a lack of variation in methods of instruction by the teachers does contribute to disruptive behaviour.

4.3.14 Corporal Punishment

In the following table, the information is provided on the responses of educators. This information indicates whether the educators believe that the abolition of corporal punishment in schools is to blame for disciplinary problems experienced in schools.

Table 4.18 Abolition of corporal punishment (n=67)

Category	Frequency	Percentage (%)
Strongly Agree	32	47.76%
Agree	17	25.37%
Undecided	8	11.94%
Disagree	6	8.96%
Strongly Disagree	4	5.97%
No response	(1)	(1.49%)
Total	67	100%

Out of 68 respondents, 67 completed this item. Of the 67 responses, 32 (47.76%) respondents strongly agree with the statement that the abolition of corporal punishment is to blame for disciplinary problems experienced in schools, 17 (25.37%) agree with the statement, 8 (11.94%) are undecided, 6 (8.96%) disagree and 4 (5.97%) strongly disagree.

The majority of the respondents are in agreement with the statement that the banning of the use of corporal punishment contributes to a lack of discipline in secondary schools.

4.3.15 No punishment

Table 4.19 indicates the response of educators on whether learners misbehave because they know they cannot be punished.

Table 4.19 Educators cannot punish the learners (n=68)

Category	Frequency	Percentage (%)
Strongly Agree	32	47.05%
Agree	18	26.47%
Undecided	7	10.29%
Disagree	8	11.76
Strongly Disagree	3	4.41%
No response	0	(0)
Total	68	100%

Of the 68 respondents, 32 (47.05%) strongly agree with the statement that the learners misbehave because they know educators cannot punish them, 18 (26.47%) agree with the statement, 7 (10.29%) are undecided, 8 (11.76%) disagree and 3 (4.41%) strongly disagree with the statement.

This item indicates that 50 (74%) educators agree that the learners misbehave because they know they cannot be punished by the educators.

4.3.16 Inconsistency

The following table provides information on whether inconsistency in disciplining the learners is a source of disciplinary problems.

Table 4.20 Inconsistency in disciplinary measures applied (n=66)

Category	Frequency	Percentage (%)
Strongly Agree	19	28.79%
Agree	35	53.03%
Undecided	5	7.58%
Disagree	7	10.61%
Strongly Disagree	1	1.51%
No response	(2)	(3.03%)
Total	66	100%

Out of 68 respondents, 66 completed this item. Of the 66 respondents 19 (28.79%) strongly agree with the statement that inconsistency in disciplining the learners is the source of indiscipline, 35 (53.03%) agree with the statement, 5 (7.58%) are undecided, 7 (10.61) disagree and 1 (1.51%), strongly disagrees with the statement.

4.3.17 Policies

Table 4.21 provides information on the response of the educators on the issue that there are no clear policies to ensure that learners are disciplined consistently.

Table 4.21 No clear policies on disciplining the learners (n=67)

Category	Frequency	Percentage (%)
Strongly Agree	17	25.37%
Agree	25	37.31%
Undecided	11	16.42%
Disagree	10	14.93%
Strongly Disagree	4	5.97%
No response	(1)	(1.49%)
Total	67	100%

67 respondents out of the 68 completed this item. Of the 67 respondents, 17(25.37%) strongly agree with the statement that states that there are no clear policies to ensure that learners are disciplined consistently, 25 (37.31%) agree with the statement, 1 (16.42%) are undecided, 10 (14.93%) disagree with the statement and 4 (5.97%) strongly disagree with the statement.

The response of educators on this item indicates that majority of the respondents, that is, 62.7% are in agreement with the statement that there are no clear policies to ensure that the learners are disciplined consistently.

4.3.18 Relationships

The following table provides information on the responses of educators as to whether poor relationships between educators and the learners lead to misbehaviour.

Table 4.22 Poor relationships between educators and learners (n=67)

Category	Frequency	Percentage (%)
Strongly Agree	11	16.42%
Agree	37	55.22%
Undecided	7	10.45%
Disagree	9	13.43%
Strongly Disagree	3	4.48%
No response	(1)	(1.49%)
Total	67	100%

Out of 68 respondents, 67 completed this item. Of the 67 respondents 11 (16.42%) strongly agree that poor relationships between the educators and the learners lead to misbehaviour by the learners, 37 (55.22%) agree with the statement, 7 (10.45%) are undecided, 9 (13.43%) disagree with the statement and 3 (4.48%) strongly disagree with the statement.

Most respondents do agree that poor relationships amongst educators and learners lead to misbehaviour.

4.3.19 Attitude

Table 4.23 indicates the response of the educators as to whether the attitude of teachers towards the learners leads to indiscipline.

Table 4.23 Attitude of teachers towards the learners (n=67)

Category	Frequency	Percentage (%)
Strongly Agree	6	8.96%
Agree	25	37.31%
Undecided	17	25.37%
Disagree	15	22.39%
Strongly Disagree	4	5.97%
No response	(1)	(1.49%)
Total	67	100%

Of the 68 respondents, 67 completed this item. Of the 67 respondents, 6 (8.96%) strongly agree with the statement that the attitude of the educators towards the learners leads to misbehaviour, 25 (37.31%) agree with the statement, 17 (25.37%) respondents are undecided, 15 (22.39%) disagree and 4 (5.97%) strongly disagree with the statement.

31 (46.3%) of the educators in this item are in agreement with the statement that the attitude of the educators towards the learners leads to misbehaviour.

4.3.20 Rejection

This table indicates the response of the educators on whether the rejection of learners by educators contributes to disciplinary problems experienced in secondary schools.

Table 4.24 Rejection of learners by educators

(n=68)

Category	Frequency	Percentage (%)
Strongly Agree	12	17.64%
Agree	37	54.41%
Undecided	5	7.35%
Disagree	12	17.64%
Strongly Disagree	2	2.94%
No response	0	0
Total	68	100%

Out of 68 respondents, 12 (17.64%) strongly agree that the rejection of learners by educators contributes to a lack of discipline in secondary schools, 37 (54.41%) agree with the statement, 5 (7.35%) respondents are undecided, 12 (17.64%) disagree and 2 (2.94%) strongly disagree.

The majority of the respondents, that is 49 (72%), are in agreement with the statement that rejection of learners by educators contributes to a lack of discipline.

4.3.21 Peer pressure

The following table provides information on the responses of the educators on whether peer pressure may contribute to disciplinary problems experienced in secondary schools.

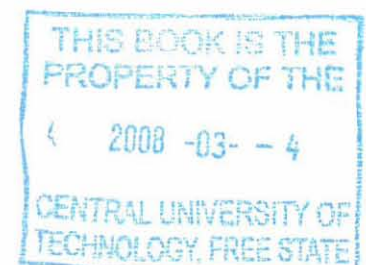


Table 4.25 Peer pressure is one cause of discipline problems (n=65)

Category	Frequency	Percentage (%)
Strongly Agree	21	32.31%
Agree	38	58.46%
Undecided	3	4.62%
Disagree	2	3.08%
Strongly Disagree	1	1.54%
No response	(3)	(4.5%)
Total	65	100%

65 respondents out of 68 completed this item. Of the 65 respondents, 21 (32.31%) strongly agree with the statement that peer pressure may contribute to a lack of discipline, 38 (58.46%) agree, 3 (4.62%) respondents are undecided, 2 (3.08%) disagree and 1 (1.54%) strongly disagrees with the statement.

59 (90.76%) respondents agree that peer pressure does contribute to a lack of discipline, as the children would do whatever they can to please their peers in order to be accepted as part of the group.

4.3.22 Disciplined children

Table 4.26 provides information on the response of the educators on whether disciplined learners misbehave when they join groups of disruptive learners.

Table 4.26 Disciplined children may misbehave (n=66)

Category	Frequency	Percentage (%)
Strongly Agree	16	24.24%
Agree	28	42.42%
Undecided	8	12.12%
Disagree	9	13.64%
Strongly Disagree	5	7.58%
No response	(2)	(3.03%)
Total	66	100

Out of 68 respondents, 66 completed this item. Of the 66 respondents 16 (24.24%) strongly agree that disciplined learners misbehave when they join groups of disruptive learners, 28 (42.42%) agree with the statement, 8 (12.12%) learners are undecided, 9 disagree (13.64%) and 5 (7.58%) strongly disagree.

44 (66.66%) respondents agree that even disciplined learners misbehave when they join groups of disruptive learners.

4.3.23 Poor relationships

The following table indicates the responses of educators on whether poor relationships with other learners lead to indiscipline.

Table 4.27 Poor relationships amongst peers (n=67)

Category	Frequency	Percentage (%)
Strongly Agree	10	14.93%
Agree	33	49.25%
Undecided	9	13.43%
Disagree	15	22.39%
Strongly Disagree	0	0%
No response	(1)	(1.49%)
Total	67	100%

Out of 68 respondents, 67 completed this item. Of the 67 respondents 10 (14.93%) strongly agree that poor relationships amongst learners in school may lead to indiscipline, 33 (49.25) agree with the statement, 9 (13.43%) are undecided and 15 (22.39%) disagree.

43 (64.18%) respondents are in agreement with the statement that poor relationships amongst the learners in school may lead to misbehaviour.

4.3.24 Technology

This table provides the responses of the educators on whether technology can negatively influence the behaviour of the learners.

Table 4.28 Technology influences the behaviour of the learners (n=68)

Category	Frequency	Percentage (%)
Strongly Agree	9	13.24%
Agree	15	22.06%
Undecided	14	20.59%
Disagree	19	27.94%
Strongly Disagree	11	16.18%
No response	0	0
Total	68	100%

Out of 68 respondents, 9 (13.24%) strongly agree that technology can negatively influence the behaviour of the learners, 15 (22.06%) agree with the statement, 14 (20.59%) respondents are undecided, 19 (27.94%) disagree and 11 (16.18%) strongly disagree with the statement.

In this item, 30 (44%) respondents do not agree with the statement that technology can influence the behaviour of the learners.

4.3.25 Television Programmes

The following table provides information on the responses of the educators as to whether the programmes that children watch on television can negatively influence the learners.

Table 4.29 Influence of television programmes on children (n=68)

Category	Frequency	Percentage (%)
Strongly Agree	19	27.94%
Agree	29	42.65%
Undecided	6	8.82%
Disagree	10	14.71%
Strongly Disagree	4	5.88%
No response	0	0
Total	68	100%

Of the 68 respondents, 19 (27.94%) strongly agree that the programmes that children watch on television can negatively influence the learners, 29 (42.65%) agree with the statement, 6 (8.82%) are undecided, 10 (14.71%) disagree and 3 (5.88%) strongly agree.

48 (70.58%) respondents are in agreement that learners can be negatively influenced by the programmes they watch on television.

4.4 POSSIBLE SOLUTIONS

This section provides various possible solutions that can be employed in secondary schools to solve disciplinary problems.

4.4.1 Good relationships

This table provides information on the response of the educators as to whether having a good relationship between the home and the school will have a positive influence on how children behave in school.

Table 4.30 Good relationships between the home and the school (n=66)

Category	Frequency	Percentage (%)
Strongly Agree	48	72.73%
Agree	16	24.24%
Undecided	1	1.52%
Disagree	0	0%
Strongly Disagree	1	1.52%
No response	(2)	(3.03%)
Total	66	100%

Out of 68 respondents, 66 completed this item. Of the 66 respondents, 48 (72.73%) strongly agree that a good relationship between the home and the school will have a positive influence on the behaviour of the learners in school, 16 (24.24%) agree with the statement, 1 (1.52%) is undecided and 1 (1.52%) strongly disagrees with the statement.

64 (99.96%) respondents agree that a good relationship between the home and the school will help reduce disciplinary problems.

4.4.2 Regular Communication

Table 4.31 provides information on the responses of the educators as to whether having open lines of communication between the home and the school will help solve disciplinary problems.

Table 4.31 Communication between the home and the school (n=65)

Category	Frequency	Percentage (%)
Strongly Agree	44	67.69%
Agree	19	29.23%
Undecided	1	1.54%
Disagree	1	1.54%
Strongly Disagree	0	0%
No response	(3)	4.61%
Total	65	100

Out of the 68 respondents, 3 (4.61%) did not complete this item. Of the 65 respondents, 44 (67.69%) strongly agree that the lines of communication between the home and the schools should be efficient and regular, 19 (29.23%) agree with the statement, 1 (1.54%) respondent is undecided and 1 (1.54%) disagrees with the statement.

The overwhelming majority of the respondents, that is, 63 (93%) agree that having open lines of communication between the home and the school will help to reduce indiscipline in schools.

4.4.3 Responsibility

This table indicates the responses of the educators on whether discipline should be the responsibility of both the educators and the parents.

Table 4.32 Discipline should be the responsibility of the educators and the parents (n=66)

Category	Frequency	Percentage (%)
Strongly Agree	51	77.27%
Agree	15	22.73%
Undecided	0	0
Disagree	0	0
Strongly Disagree	0	0
No response	(2)	(3.03%)
Total	66	100

Out of 68 respondents, 66 completed this item. Of the 66 respondents, 51 (77.27%) strongly agree that discipline should be the responsibility of both the educators and the parents, 15 (22.73%) agree with the statement.

The majority of respondents, that is 51 (77.27) agree that both educators and the learners should work together and try to reduce the disciplinary problems experienced in schools. There are no respondents who disagree with the statement.

4.4.4 Rules

The following table provides information on the responses of the educators as to whether having clear rules, that are understood by everyone is one way of solving discipline problems.

Table 4.33 Clear rules

(n=66)

Category	Frequency	Percentage (%)
Strongly Agree	41	62.12%
Agree	23	34.85%
Undecided	2	3.03%
Disagree	0	0
Strongly Disagree	0	0
No response	(2)	(3.03%)
Total	66	100%

Of the 68 respondents, 2 (3.03%) did not complete this item. This means that 66 respondents completed this item. Of the 66 respondents, 41 (62.12%) strongly agree with the statement that having clear rules, that are understood by everyone, is one way of solving disciplinary problems, 23 (34.85%) agree, and 2 (3.03%) respondents are undecided.

64 (96.96%) respondents in this item agree that developing clear rules that are understood by both the educators and the learners will help reduce discipline problems. There are no respondents who do not agree with the statement.

4.4.5 Educators and learners

Table 4.34 provides information on the responses of the educators as to whether the school rules should be developed by both the educators and the learners.

**Table 4.34 Rules should be developed by the educators and the learners
(n=65)**

Category	Frequency	Percentage (%)
Strongly Agree	43	66.15%
Agree	20	30.77%
Undecided	1	1.54%
Disagree	0	0
Strongly Disagree	1	1.54%
No response	(3)	(4.61%)
Total	65	100%

65 respondents out of 68 completed this item, meaning that 3 (4.61%) did not complete this item. Of the 65 respondents who completed this item, 43 (66.15%) strongly agree that rules should be developed and owned by both the educators and learners, 20 (30.77%) agree with the statement, 1 (1.54%) respondent is undecided and 1 (1.54%) strongly disagrees with the statement.

The majority of the respondents, 63 (97%) agree that the development of school rules should be the responsibility of the educators and the learners.

4.4.6 Consistency

This table provides information on the responses of the educators as to whether ensuring consistency when disciplining the learners will help solve disciplinary problems experienced by educators in schools.

Table 4.35 Ensuring consistency in discipline

(n=64)

Category	Frequency	Percentage (%)
Strongly Agree	33	51.56%
Agree	28	43.75%
Undecided	3	4.69%
Disagree	0	0
Strongly Disagree	0	0
No response	(4)	(6.25%)
Total	64	100%

Out of 68 respondents, 64 respondents completed this item. Of the 64 respondents, 33 (51.56%) strongly agree with the statement that ensuring consistency in discipline measures applied in secondary schools will reduce disciplinary problems, 28 (43.75%) agree, and 3 (4.69%) respondents are undecided.

61 (95.31%) respondents agree that disciplining learners consistently will help reduce disciplinary problems. There are no respondents who disagree with the statement.

4.4.7 Schools

The table that follows provides information on the responses of the educators as to whether transferring problematic learners to special schools, run by trained educators will help solve disciplinary problems.

Table 4.36 Special schools

(n=66)

Category	Frequency	Percentage (%)
Strongly Agree	23	34.85%
Agree	25	37.88%
Undecided	6	9.09%
Disagree	6	9.09%
Strongly Disagree	6	9.09%
No response	(2)	(3.03%)
Total	66	100%

66 respondents out of 68 completed this item. Of the 66 respondents 23 (34.85%) strongly agree with the statement that special schools run by trained educators should be set up for problematic learners, 25 (37.88%) agree with the statement, 6 (9.09%) respondents are undecided, 6 (9.09%) disagree with the statement and 6 (9.06%) strongly disagree with the statement.

The majority of respondents, 48 (73%), agree that problematic learners should be separated from other children and be taught in special schools.

4.4.8 Counselling

Table 4.37 provides information on the responses of the educators on whether learners with behavioural problems should receive counselling.

Table 4.37 Learners with behavioural problems can be counselled (n=63)

Category	Frequency	Percentage (%)
Strongly Agree	1	1.59
Agree	34	53.97%
Undecided	23	36.51%
Disagree	3	4.79%
Strongly Disagree	2	3.17%
No response	(5)	(7.93%)
Total	63	100%

Out of 68 respondents, 63 respondents completed this item. That means 3 (4.79%) respondents did not complete this item. Of the 63 respondents, 1 (1.59%) strongly agrees with the statement that learners with behavioural problems should receive counselling, 34 (53.97%) agree, 23 (36.51%) are undecided, 3 (4.79%) disagree, 2 (3.17%) strongly disagree.

Most respondents, 35 (55.55%) are in agreement that the children who have behavioural problems should receive counselling.

4.4.9 Ignoring minor misbehaviour

Table 4.38 provide information on the responses of the educators as to whether educators can ignore some forms of misbehaviour or a lack of discipline. Here we refer to minor misbehaviour.

Table 4.38 Ignoring some forms of misbehaviour (n=64)

Category	Frequency	Percentage (%)
Strongly Agree	11	17.19%
Agree	19	29.69%
Undecided	11	17.19%
Disagree	12	18.75%
Strongly Disagree	11	17.19%
No response	(4)	(6.25%)
Total	64	100%

Out of 68 respondents, 4 (6.25%) did not complete this item. This means that, of the 68 respondent, 64 completed this item. Of the 64 respondents, 11 (17.19%) strongly agree that disciplinary problems can be reduced by ignoring some forms of unacceptable behaviour, 19 (29.69%) agree, 11 (17.19%) are undecided, 12 (18.75%) disagree and 11 (17.19%) strongly disagree with the statement.

4.4.10 Reward

The table that follows indicates the response of the educators on whether rewarding desirable behaviour is one way of dealing with a lack of discipline in secondary schools.

Table 4.39 Rewarding desirable behaviour (n=65)

Category	Frequency	Percentage (%)
Strongly Agree	28	43.08%
Agree	31	46.69%
Undecided	4	6.15%
Disagree	1	1.54%
Strongly Disagree	1	1.54%
No response	(3)	4.61%
Total	65	100%

Of the 68 respondents, 65 completed this item. Out of 65 respondents, 28 (43.08%) strongly agree with the statement that rewarding desirable behaviour is one way of dealing with a lack of discipline, 31 (46.69%) agree with the statement, 4 (6.15%) are undecided, 1 (1.54%) disagrees and 1 (1.54%) strongly disagrees with the statement.

4.5 LEARNER'S BIOGRAPHICAL DATA

This section provides biographical data about the learners.

4.5.1 Age

The following table indicates the age of the learners who participated in the study.

Table 4.40 Age of the respondents (n=381)

Category	Frequency	Percentage (%)
14	83	21.78%
15	55	14.44%
16	31	8.14%
17	39	10.24
18	75	19.69%
Other	98	25.72%
No response	(1)	0.26%
Total	381	100%

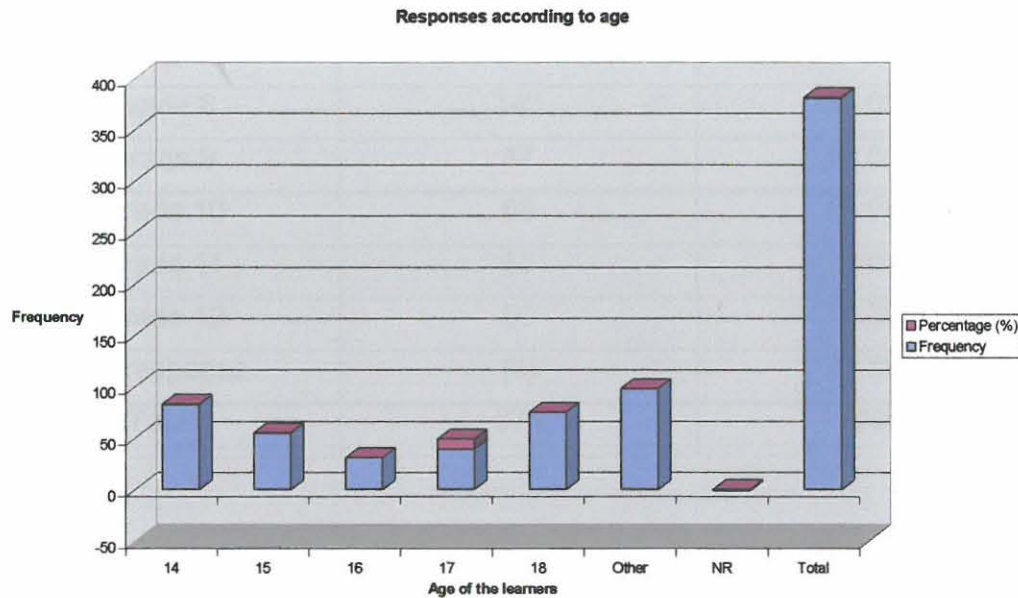


Figure 4.5

Out of 382 respondents, 381 completed this item. Of the 381 respondents 83 (21.78%) were 14 years old, 55 (14.44%) were 15 years old, 31 (8.14%) were 16 years old, 39 (10.24%) were 17 years old and 75 (19.69%) were 18 years old. Those who fall under the category "other" included learners who are below the age of 14, that is, the 13 year olds, and those who are above the age of 18, that is, the learners that are 19 years old. These learners totalled 98 (25.72).

The information received indicates that all age groups are fairly represented as we have learners in all age groups.

4.5.2 Grade

Table 4.41 indicates grades attended by the learners who participated in the study.

Table 4.41 Grade of the respondents (n=376)

Category	Frequency	Percentage (%)
Grade 8	143	38.03%
Grade 9	47	12.50%
Grade 10	68	18.09%
Grade 11	68	18.09%
Grade 12	50	13.30%
No response	(6)	(1.5%)
Total	376	100%

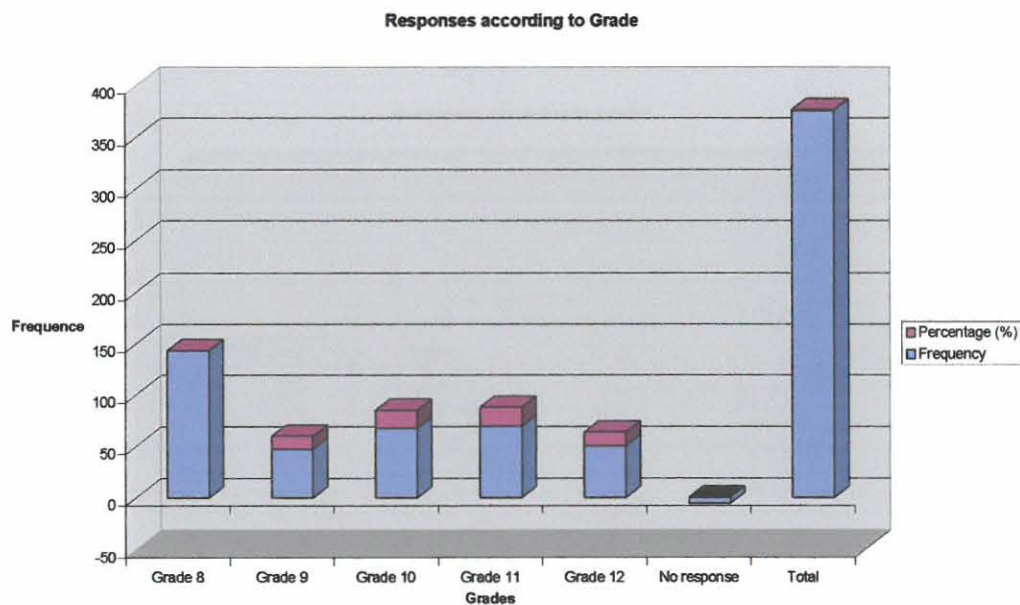


Figure 4.6

Out of 382 respondents, 376 completed this item. Of the 376 learners, 143 (38.03%) are in Grade 8, 47 (12.50%) are in Grade 9, 68 (18.09%) are in Grade 10, 68 (18.09%) are in Grade 11 and 50 (13.30%) are in Grade 12.

4.5.3 Gender

This table provides information on the number of male and female learners who participated in this study.

Table 4.42 Responses according to gender (n=379)

Category	Frequency	Percentage (%)
Female	200	52.77%
Male	179	47.23%
No Response	(3)	(0.79%)
Total	379	100%

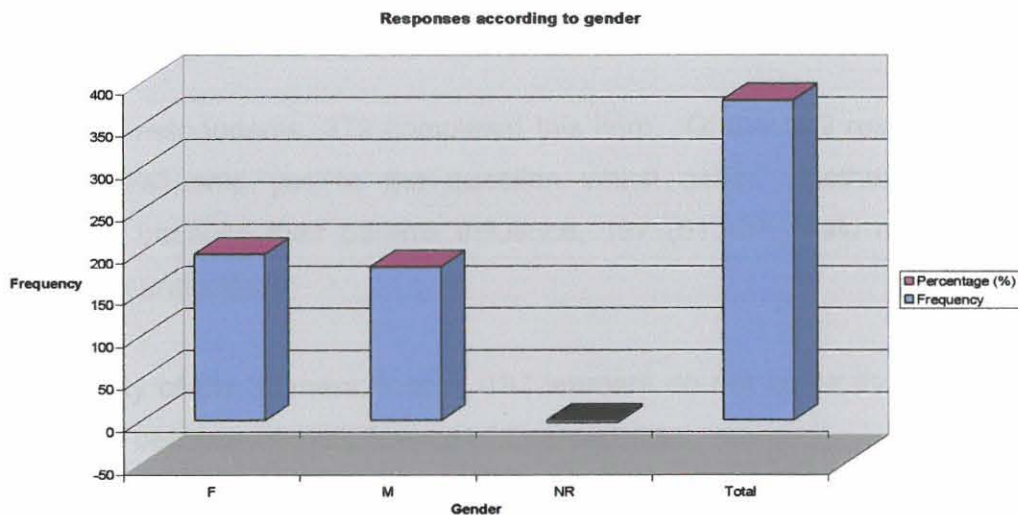


Figure 4.7

Of the 382 respondents, 379 completed this item, which requested the learners to state their gender. Of the 379 respondents, 200 (52.77%) were female and 179 (48%) were male.

The majority of the respondents were females. The reason for this may be that the majority of the learners within classes that participated in this study were girls.

4.6 FACTORS CONTRIBUTING TO LACK OF DISCIPLINE

4.6.1 Parents

This table provides information about the responses of the learners as to whether the learners misbehave because of the influence of their parents.

Table 4.43 Parental influence (n=379)

Category	Frequency	Percentage (%)
Yes	122	32.19%
No	197	51.98%
Undecided	60	15.83%
No Response	(3)	(0.79%)
Total	379	100%

Out of 382 respondents, 379 completed this item. Of the 379 respondents, 122 (32.19%) said yes to the question which asked whether learners misbehave because their parents influence, 197 (51.98%) said no and 60 (16%) were undecided.

The majority of the learners, that is, 197 learners do not agree that learners misbehave because of the influence of their parents.

4.6.2 Communication

The following table indicates the response of the learners on whether a communication breakdown between the parents and the educators could contribute to disciplinary problems experienced in secondary schools.

Table 4.44 Communication breakdown (n=376)

Category	Frequency	Percentage (%)
Yes	185	49.20%
No	123	32.71%
Undecided	68	18.09%
No Response	(6)	(1.59%)
Total	376	100%

376 respondents out of 382 completed this item. The question asked whether a communication breakdown between the parents and the educators contribute to disciplinary problems experienced in secondary schools. Of the 376 respondents, 185 (49.20%) said yes, 123 (32.71%) said no and 68 (18.09%) were undecided.

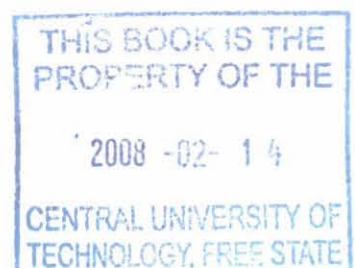
The majority of the respondents, that is, 185 learners agree that the communication breakdown between the home and the school does contribute to a lack of discipline in secondary schools.

4.6.3 Control

Table 4.45 provides information on the responses of the learners as to whether the failure of the parents to exercise control over their children contributes to a lack of discipline.

Table 4.45 Failure of parents to exercise control (n=377)

Category	Frequency	Percentage (%)
Yes	231	61.27%
No	116	30.77%
Undecided	30	7.96%
No Response	(5)	(1.32%)
Total	377	100%



Out of 382 respondents, 377 completed this item. The question asked whether the failure of the parents to exercise control over their children contributes to a lack of discipline in schools. Of the 377 respondents, 231 (61.27%) said yes, 116 (30.77%) said no and 30 (7.96%) were undecided.

Most respondents agree, that is, 231 learners, agree that the failure of the parents to control their children contributes to the disciplinary problems experienced in secondary schools.

4.6.4 Excessive Control

The following table provides information on the responses of the learners on whether excessive control by parents contributes to a lack of discipline in secondary schools.

Table 4.46 Parents who exercise excessive control (n=379)

Category	Frequency	Percentage (%)
Yes	102	26.91%
No	236	62.27%
Undecided	41	10.82%
No Response	(3)	(0.79%)
Total	379	100%

379 respondents out of 382 completed this item. Of the 379 respondents, 102 (26.91%) said yes to the question which asked whether children who have parents who exercise excessive control misbehave in school, 236 (62.27%) said no to the question and 41 (10.82%) were undecided.

This means that the majority of the respondents (236 learners) do not agree that children who have parents who are very strict tend to misbehave in school.

4.6.5 Neglect

The table that follows provides information on the responses of learners on whether children who are neglected by their parents have behavioural problems.

Table 4.47 Neglected children (n=375)

Category	Frequency	Percentage (%)
Yes	223	59.47%
No	105	28.00%
Undecided	47	12.53%
No Response	(7)	(1.86%)
Total	375	100%

This item was completed by 375 respondents out of 382. Of the 375 respondents 223 (59.47%) said yes to the question which asked whether children who are neglected by their parents have behavioural problems, 105 (28.00%) said no and 47 (12.53%) were undecided.

223 respondents, that is the majority, agree that children who are neglected at home misbehave in school. They may misbehave because they want attention as they are neglected at home and would go to the extent of getting negative attention, as long as it would satisfy their need for attention.

4.6.6 Relationships

Table 4.48 provides information about the responses of the learners as to whether poor relationships between the children and their parents lead to indiscipline in secondary schools.

Table 4.48 Poor relationships

(n=374)

Category	Frequency	Percentage (%)
Yes	192	51.34%
No	150	40.11%
Undecided	32	8.56%
No Response	(8)	2.13%
Total	374	100%

374 respondents out of 382 completed this item. Of the 375 respondents 192 (51.34%) said yes to the question which asked whether a child that has a poor relationship with the parents will misbehave in school, 150 (40.11%) said no and 32 (8.56%) were undecided.

The majority of the respondents (192 learners) agree that children who have poor relationships with their parents misbehave in school.

4.6.7 Society

This table indicates the response of the learners on whether the society in which the child lives negatively influences the behaviour of the children.

Table 4.49 Influence of the society

(n=372)

Category	Frequency	Percentage (%)
Yes	142	30.17%
No	149	40.05%
Undecided	81	21.77%
No Response	(10)	(2.68%)
Total	372	100%

Out of 382 respondents, only 372 completed this item. The question that was asked was whether the society in which the child lives can negatively influence their behaviour. Out of the 372 respondents, 142 (30.17%) said yes, 149 (40.05%) said no and 81 (21.77%) were undecided.

The majority, that is, 149 of the respondents do not agree that the society can negatively influence the behaviour of the child.

4.6.8 Background

The following table provides information on the responses of the learners as to whether the socio-economic background of the learners play a role in influencing their behaviour.

Table 4.50 Socio-economic background (n=377)

Category	Frequency	Percentage (%)
Yes	113	29.97%
No	220	58.36%
Undecided	44	11.67
No Response	(5)	(1.32%)
Total	377	100%

377 respondents out of 382 completed this item. The question asked was whether the socio-economic background of the learner plays a role in influencing the learners' behaviour. Of the 377 respondents, 113 (29.97%) said yes, 220 (58.36%) said no and 45 (11.67%) respondents were undecided.

The majority of the respondents (220 learners) do not agree that the socio-economic background of the learners influence their behaviour.

4.6.9 Family

Table 4.51 provides information on the responses of the learners on whether children coming from disadvantaged families misbehave in school.

Table 4.51 Disadvantaged families (n=379)

Category	Frequency	Percentage (%)
Yes	86	22.69%
No	243	64.12%
Undecided	50	13.19%
No Response	(3)	(0.79%)
Total	379	100%

Out of 382 respondents, 380 completed this item. The question asked was whether the children coming from disadvantaged families misbehave in school. Out of the 380 respondents, 86 (22.69%) said yes, 242 (64.12%) said no and 50 (13.19%) were undecided.

Most of the respondents (243 learners) do not agree that learners coming from disadvantaged families misbehave in schools.

4.6.10 Overcrowding

The table that follows provides the response of the learners on whether overcrowding in classes contributes to disciplinary problems experienced in secondary schools.

Table 4.52 Overcrowding in classes (n=379)

Category	Frequency	Percentage (%)
Yes	223	58.84%
No	109	28.76%
Undecided	47	12.40%
No Response	(3)	(0.79%)
Total	379	100%

Of the 382 respondents, 379 completed this item. Of the 379 respondents who completed this item, 223 (58.84%) said yes to the question which asked

whether overcrowding in classes contributes to disciplinary problems, 109 (28.76%) said no and 47 (12.40%) were undecided.

The majority of the respondents (223 learners) agree that overcrowding in classes and schools does contribute to disciplinary problems.

4.6.11 Small classes

This table provides information on the response of the learners on whether classes with smaller numbers can be easily managed.

Table 4.53 Management of smaller classes (n=380)

Category	Frequency	Percentage (%)
Yes	310	81.58%
No	42	11.05%
Undecided	28	7.37%
No Response	(2)	(0.52%)
Total	380	100%

380 respondents out of 382 completed this item. The question asked was whether it is easier to manage classes with smaller numbers. Of the 380 respondents, 310 (81.58%) said yes, 42 (11.05%) said no and 28 (7.37%) were undecided.

The majority of the respondents (310 learners) agree that it is easier to manage small groups of learners than very large groups.

4.6.12 Individual attention

Table 4.54 indicates the response of the learners as to whether individual attention is ignored in overcrowded classes.

Table 4.54 Individual attention is ignored in big classes (n=380)

Category	Frequency	Percentage (%)
Yes	127	33.42%
No	215	56.58%
Undecided	38	10.00%
No Response	(2)	(0.52%)
Total	380	100%

Out of 382 respondents, 380 completed this item. Out of 380 respondents, 127 (33.42%) said yes, individual attention is ignored in overcrowded classes, 216 (56.58%) said no and 38 (10.00%) were undecided.

The majority of the respondents (215) do not agree that individual attention is ignored in overcrowded classes.

4.6.13 Disciplinary problems

The following table provides information on the response of the learners on whether reducing class sizes will help reduce disciplinary problems.

Table 4.55 Reduction of disciplinary problems (n=379)

Category	Frequency	Percentage (%)
Yes	195	51.45%
No	123	32.45%
Undecided	61	16.09%
No Response	(3)	(0.79%)
Total	379	100%

Out of the 382 respondents, 379 completed this item. The question asked was whether reducing class sizes will help reduce disciplinary problems in schools. Of the 379 respondents, 195 (51.45%) said yes, 123 (32.4%) said no and 63 (16.6%) were undecided.

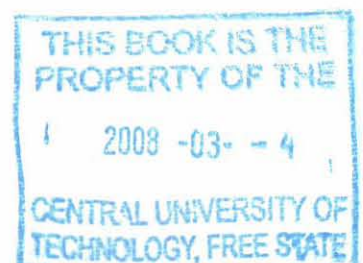


Table 4.54 Individual attention is ignored in big classes (n=380)

Category	Frequency	Percentage (%)
Yes	127	33.42%
No	215	56.58%
Undecided	38	10.00%
No Response	(2)	(0.52%)
Total	380	100%

Out of 382 respondents, 380 completed this item. Out of 380 respondents, 127 (33.42%) said yes, individual attention is ignored in overcrowded classes, 216 (56.58%) said no and 38 (10.00%) were undecided.

The majority of the respondents (215) do not agree that individual attention is ignored in overcrowded classes.

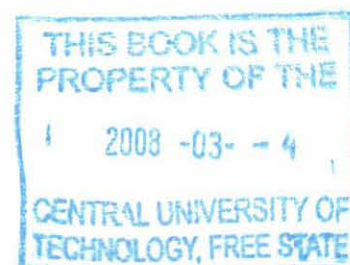
4.6.13 Disciplinary problems

The following table provides information on the response of the learners on whether reducing class sizes will help reduce disciplinary problems.

Table 4.55 Reduction of disciplinary problems (n=379)

Category	Frequency	Percentage (%)
Yes	195	51.45%
No	123	32.45%
Undecided	61	16.09%
No Response	(3)	(0.79%)
Total	379	100%

Out of the 382 respondents, 379 completed this item. The question asked was whether reducing class sizes will help reduce disciplinary problems in schools. Of the 379 respondents, 195 (51.45%) said yes, 123 (32.4%) said no and 63 (16.6%) were undecided.



The majority of the respondents agree that disciplinary problems in schools can be reduced by reducing the class sizes.

4.6.14 Teaching methods

The table that follows provides the response of the learners as to whether learners misbehave because there is no variety in the teaching methods used by educators when presenting lessons.

Table 4.56 No variety in teaching methods used in class (n=380)

Category	Frequency	Percentage (%)
Yes	162	42.63%
No	139	36.58%
Undecided	79	20.79%
No Response	(2)	(0.52%)
Total	380	100%

Out of the 382 respondents, only 380 completed this item. Of the 380 respondents 164 (43%) said yes to the question that the learners misbehave in schools because there is no variety in the teaching methods used by educators when presenting lessons, 138 (26.2%) said no, and 79 (20.7%) were undecided.

According to the majority of the respondents (162 learners), learners misbehave because of a lack of variety in teaching methods used by educators. The learners tend to get bored easily and this leads to the learners misbehaving. If the learners are not interested in the lesson they will not listen and will disrupt the proceedings in class.

4.6.15 Teaching aids

This table indicates the response of the learners on whether learners misbehave because there is no variety in the teaching aids used by educators when presenting lessons.

Table 4.57 Lack of variety in teaching aids used in class (n=379)

Category	Frequency	Percentage (%)
Yes	154	40.63%
No	170	44.85%
Undecided	55	14.51%
No Response	(3)	(0.79%)
Total	379	100%

Out of 382 respondents, 379 completed this item. The question asked was whether the learners misbehave because there is no variety in the teaching aids used by educators when presenting lessons. Of the 379 respondents, 154 (40.63%) said yes, 170 (44.85%) said no and 55 (14.51%) were undecided.

Most of the respondents (170 learners) do not agree that the learners can misbehave because of a lack of variety in teaching aids used by the educators when presenting lessons.

4.6.16 Behaviour

Table 4.58 provides information on the response of the learners on whether the behaviour of the educators can be the source of a lack of discipline in secondary schools.

Table 4.58 Behaviour of educators (n=379)

Category	Frequency	Percentage (%)
Yes	250	65.96%
No	90	23.75%
Undecided	39	10.29%
No Response	(3)	(0.79%)
Total	379	100%

Out of the 382 respondents, 379 completed this item. Of the 379 respondents, 250 (65.96%) said yes to the question which asked whether the behaviour of the educators in class could be a source of the lack of discipline, 90 (23.75%) said no and 39 (10.29%) were undecided.

The majority of the respondents (250 learners) agree that the way in which educators behave in class could lead to disciplinary problems.

4.6.17 Attitude

The following table provides information the responses of the learners on whether the attitude of educators towards the learners can be the source of lack of discipline.

Table 4.59 Attitude of the educators towards the learners (n=379)

Category	Frequency	Percentage (%)
Yes	238	62.80%
No	87	22.96%
Undecided	54	14.25%
No Response	(3)	0.79%
Total	379	100%

379 respondents out of 382 completed this item. The question was whether the attitude of the educators towards the learners could contribute to a lack of

discipline. Out of 379 respondents, 238 (62.80%) said yes, 87 (22.96%) said no and 54 (14.25%) were undecided.

The majority of the respondents (238 learners) agree that the attitude of the educators towards the learners could lead to disciplinary problems in secondary schools.

4.6.18 Rejection

The table that follows indicates the response of the learners on whether the rejection of learners by educators can be the source of disciplinary problems experienced in schools.

Table 4.60 Rejection of learners by educators (n=380)

Category	Frequency	Percentage (%)
Yes	221	58.16%
No	124	32.63%
Undecided	35	9.21%
No Response	(2)	(0.5%)
Total	380	100%

Of the 382 respondents, 380 completed this item. Of the 380 respondents, 221 (58.16%) said yes to the question which asked whether the rejection of the learners by educators could lead to misbehaviour, 124 (32.63%) said no to the question and 35 (9.21%) were undecided.

4.6.19 Corporal punishment

In the following table, information is provided on the response of learners as to whether abolition of corporal punishment in schools is to blame for disciplinary problems experienced in secondary schools.

Table 4.61 Abolition of corporal punishment (n=381)

Category	Frequency	Percentage (%)
Yes	229	60.10%
No	127	33.33%
Undecided	25	6.56%
No Response	(1)	(0.3%)
Total	381	100%

Out of 382 respondents, 381 respondents completed this item. The question was whether the abolition of corporal punishment is to blame for the discipline problems experienced in secondary schools. Of the 381 respondents, 229 (60.10%) said yes, 127 (33.33%) said no and 25 (6.56%) were undecided.

The majority of the respondents (229 learners) agree that the abolition of corporal punishment by the Department of Education has contributed to disciplinary problems experienced in secondary schools.

4.6.20 No punishment

Table 4.62 provides the response of the learners on whether learners misbehave because they know that educators cannot physically punish them.

Table 4.62 Learners misbehave because they are not punished (n=382)

Category	Frequency	Percentage (%)
Yes	274	71.73%
No	93	24.35%
Undecided	15	3.93
No Response	0	0
Total	382	100%

Out of 382 respondents, 274 (71.73%) respondents said yes to the question that learners in secondary schools misbehave because they know educators cannot punish them, 93 (24.35%) said no and 15 (3.93%) were undecided.

The majority of the respondents (274 learners) agree that the learners in secondary schools misbehave because they know educators cannot physically punish them as corporal punishment was banned in South African schools.

4.6.21 Consistency

Table 4.63 provides information on whether educators use disciplinary measures consistently.

Table 4.63 Consistent disciplinary measures (n=376)

Category	Frequency	Percentage (%)
Yes	104	27.66%
No	219	58.24%
Undecided	53	14.10%
No Response	(6)	(1.59%)
Total	376	100%

Of the 382 respondents, only 376 completed this item. The question was whether the educators use disciplinary measures consistently in secondary schools. Out of the 376 respondents, 104 (27.66%) said yes to the question, 219 (58.24%) said no, and 53 (14.10%) were undecided.

Most respondents (219 learners) said that educators do not discipline the learners consistently. So, it is important for the educators to use discipline consistently in order to end the confusion about what is seen as misbehaviour by the learners.

4.6.22 Inconsistency

The following table provides responses of learners as to whether inconsistency in disciplining the learners contributes to disciplinary problems experienced in schools.

Table 4.63 Inconsistency in disciplining the learners (n=379)

Category	Frequency	Percentage (%)
Yes	234	61.74%
No	81	21.37%
Undecided	64	16.89%
No Response	(1)	(0.79%)
Total	379	100%

Out of 382 respondents, 379 completed this item. The question was whether inconsistency in disciplining the learners contributes to a lack of discipline. Of the 379 respondents, 234 (61.74%) said yes, 81 (21.37%) said no and 64 (16.89%) were undecided.

The majority of the respondents (234 learners) agree that inconsistency in disciplining the learners leads to misbehaviour in class.

4.6.23 Peer pressure

The following table provides information on the response of the learners as to whether peer pressure may contribute to disciplinary problems experienced by educators in secondary schools.

4.6.22 Inconsistency

The following table provides responses of learners as to whether inconsistency in disciplining the learners contributes to disciplinary problems experienced in schools.

Table 4.63 Inconsistency in disciplining the learners (n=379)

Category	Frequency	Percentage (%)
Yes	234	61.74%
No	81	21.37%
Undecided	64	16.89%
No Response	(1)	(0.79%)
Total	379	100%

Out of 382 respondents, 379 completed this item. The question was whether inconsistency in disciplining the learners contributes to a lack of discipline. Of the 379 respondents, 234 (61.74%) said yes, 81 (21.37%) said no and 64 (16.89%) were undecided.

The majority of the respondents (234 learners) agree that inconsistency in disciplining the learners leads to misbehaviour in class.

4.6.23 Peer pressure

The following table provides information on the response of the learners as to whether peer pressure may contribute to disciplinary problems experienced by educators in secondary schools.

Table 4.64 Peer pressure is one cause of discipline problems (n=380)

Category	Frequency	Percentage (%)
Yes	252	66.32%
No	106	27.89%
Undecided	22	5.79%
No Response	(2)	(0.52%)
Total	380	100%

Out of 382 respondents, 380 completed this item. Of the 380 respondents, 252 (66.32%) said yes to the question which asked whether peer pressure influences the behaviour of the learners negatively, 106 (27.89%) said no and 21 (5.79%) were undecided.

The majority of the respondents (252 learners) agree that peer pressure does influence the behaviour of the children. Human beings need one another, and the child would do anything to be accepted and be part of a group. The child would even misbehave in school in order to be accepted by his or her peers.

4.6.24 Poor relationships

The table that follows indicates the response of the learners on whether poor relationships amongst the learners themselves, contributes to a lack of discipline in schools.

Table 4.65 Poor relationships amongst peers (n=381)

Category	Frequency	Percentage (%)
Yes	204	53.54%
No	121	31.76%
Undecided	56	14.70%
No Response	0	0
Total	381	100%

Of the 382 respondents, 381 completed this item. Of the 381 responses, 204 (53.54%) said yes, poor relationships amongst peers in school do lead to disciplinary problems, 121 (31.76%) said no and 56 (14.70%) were undecided.

Most respondents agree that if the children in schools do not get along, that is, they have poor relationships, then the school can experience discipline problems.

4.6.25 Television

Table 4.66 provides information on the response of the learners on whether the programmes which the learners watch on television negatively influence the behaviour of the learners.

Table 4.66 Television programmes (n=381)

Category	Frequency	Percentage (%)
Yes	219	57.48%
No	104	27.30%
Undecided	58	15.22%
No Response	0	0
Total	381	100%

Of the 381 respondents, 219 (57.48%) said yes to the question which asked whether the programmes that learners watch on television could influence the behaviour of the learners in a negative way, 104 (27.30%) said no and 58 (15.22%) were undecided.

The majority of the respondents (219 learners) are in agreement that the programmes which the learners watch on television can negatively influence their behaviour.

4.7 POSSIBLE SOLUTIONS

This section provides information on the various possible solutions that can be used to solve or minimise disciplinary problems experienced in secondary schools.

4.7.1 Relationships

The following table provides information on the response of the learners as to whether good relationships between the parents and the children can influence the behaviour of the learners in a positive way.

Table 4.67 Good relationships between parents and children (n=382)

Category	Frequency	Percentage (%)
Yes	306	80.10%
No	61	15.97%
Undecided	15	3.93%
No Response	0	0
Total	382	100%

Out of 382 respondents, 306 (80.10%) respondents said yes to the question which asked whether good relationships between the children and their parents can positively influence the behaviour of the learners, 61 (15.97%) said no and 15 (3.93%) were undecided.

The overwhelming majority of the respondents (306 learners) agree that good relationships between the parents and their children can influence the behaviour of their children in a positive way.

4.7.2 Educators and the learners

The table that follows indicates the response of the learners on whether good relationships between the learners and the educators lead to positive behaviour in class.

Table 4.68 Good relationships between educators and learners (n=382)

Category	Frequency	Percentage (%)
Yes	304	79.58%
No	59	15.45%
Undecided	19	4.97%
No Response	0	0
Total	382	100%

Out of 382 respondents, 304 (79.58%) said yes, good relationships between the children and their educators can lead to positive behaviour in class, 59 (15.45%) said no and 19 (4.97%) were undecided.

Most respondents (304 learners) agree that good relationships between the educators and the learners will lead to positive behaviour and good discipline.

4.7.3 Learners

Table 4.69 provides information on the responses of the learners as to whether good relationships amongst the learners in secondary schools could lead to positive behaviour.

4.7.2 Educators and the learners

The table that follows indicates the response of the learners on whether good relationships between the learners and the educators lead to positive behaviour in class.

Table 4.68 Good relationships between educators and learners (n=382)

Category	Frequency	Percentage (%)
Yes	304	79.58%
No	59	15.45%
Undecided	19	4.97%
No Response	0	0
Total	382	100%

Out of 382 respondents, 304 (79.58%) said yes, good relationships between the children and their educators can lead to positive behaviour in class, 59 (15.45%) said no and 19 (4.97%) were undecided.

Most respondents (304 learners) agree that good relationships between the educators and the learners will lead to positive behaviour and good discipline.

4.7.3 Learners

Table 4.69 provides information on the responses of the learners as to whether good relationships amongst the learners in secondary schools could lead to positive behaviour.

Table 4.69 Good relationships amongst learners (n=380)

Category	Frequency	Percentage (%)
Yes	285	75.00%
No	59	15.53%
Undecided	36	9.47%
No Response	(1)	(0.3%)
Total	380	100%

380 respondents out of 382 completed this item. The question asked was whether good relationships amongst the learners could contribute to positive behaviour in secondary schools. Of the 380 respondents, 285 (75.00%) said yes, 59 (15.53%) said no and 36 (9.47%) were undecided.

The majority of the respondents (285 learners) agree that good relationships amongst peers in secondary schools could lead to positive discipline.

4.7.4 Communication

The following table provides response of learners as to whether regular communication between the parents and educators will help to solve disciplinary problems.

Table 4.70 Communication between the home and the school (n=381)

Category	Frequency	Percentage (%)
Yes	334	87.66%
No	19	4.99%
Undecided	28	7.35%
No Response	0	0
Total	381	100%

Out of 382 respondents, 334 (87.66%) said yes, regular communication between the parents and the educators will help to solve disciplinary problems experienced in schools, 19 (4.99%) said no and 28 (7.35%) were undecided.

This means the majority of the respondents (334 learners) agree that regular communication between the home and the school will help reduce disciplinary problems experienced in schools.

4.7.5 Discipline

This table provides information on the response of the learners as to whether discipline should be the responsibility of both the educators and the parents.

Table 4.71 Discipline is the responsibility of parents and educators
(n=381)

Category	Frequency	Percentage (%)
Yes	260	68.24%
No	103	27.03%
Undecided	18	4.72%
No Response	(1)	(0.26%)
Total	381	100%

Out of 382 respondents, 381 completed this item. Of the 381 respondents, 260 (68.24%) said yes to the question which asked whether discipline should be the responsibility of the educators and the parents, 103 (27.03%) said no and 18 (4.72%) were undecided.

The majority of the respondents said that discipline should be the responsibility of both the parents and the educators.

4.7.6 Rules

The table that follows provides information on the response of the learners on whether having school rules could help to solve disciplinary problems.

Table 4.72 School rules

(n=382)

Category	Frequency	Percentage (%)
Yes	273	71.47%
No	67	17.54%
Undecided	42	10.99%
No Response	0	0
Total	382	100%

All the respondents completed this item. The question asked whether school rules could help to solve discipline problems in secondary schools. Of the 382 respondents, 273 (71.47%) said yes, 67 (17.54%) said no, and 42 (10.99%) were undecided.

The majority of the respondents (273 learners) agree that developing school rules will help reduce disciplinary problems in secondary schools.

4.7.7 Developing rules

Table 4.73 Educators and learners should develop rules

(n=380)

Category	Frequency	Percentage (%)
Yes	310	81.58%
No	34	8.95%
Undecided	36	9.47
No Response	(2)	(0.52%)
Total	380	100%

Out of 382 respondents, 380 completed this item. Of the 380 respondents, 310 (81.58%) said yes to the question which asked whether school rules should be developed by the educators and the learners, 34 (8.95%) said no, and 36 (9.47%) respondents were undecided.

The overwhelming majority of the respondents (310 learners) agree that the rules should be developed by the educators and the learners. This means

that the educators should work with the learners when developing class rules, and should not just develop rules on their own and impose these rules on the learners.

4.7.8 Consistency

Table 4.74 provides information on the response of the learners as to whether consistency in disciplining the learners will help to solve disciplinary problems in schools.

Table 4.74 Consistency in discipline (n=377)

Category	Frequency	Percentage (%)
Yes	280	74.27%
No	41	10.88%
Undecided	56	14.85%
No Response	(5)	1.32%
Total	377	100%

Out of 382 respondents, 377 completed this item. The question was whether consistency in disciplining the learners could help solve disciplinary problems in secondary schools. Of the 377 respondents 280 (74.27%) said yes, 41 (10.88%) said no and 56 (14.85%) were undecided.

4.7.9 Counselling

The following table indicates the response of the learners on whether counselling helps minimises disciplinary problems in schools.

Table 4.75 Counselling minimise discipline problems (n=380)

Category	Frequency	Percentage (%)
Yes	259	68.16%
No	55	14.47%
Undecided	66	17.37%
No Response	(2)	(0.52%)
Total	380	100%

Out of 382 respondents, 380 completed this item. Of the 380 respondents 259 (68.16) said yes to the question which asked whether counselling children with behavioural problems would help minimise discipline problems experienced in secondary schools, 54 (14.47%) said no and 66 (17.37%) were undecided.

The majority of the respondents (259 learners) agree that children who have behavioural problems in schools should receive counselling and this will help reduce disciplinary problems.

4.7.10 Reward

This table provides information on the response of the learners on whether rewarding desirable behaviour in class will help to minimise disciplinary problems.

Table 4.76 Rewarding desirable behaviour (n=381)

Category	Frequency	Percentage (%)
Yes	272	71.39%
No	50	13.12%
Undecided	59	15.49%
No Response	(1)	(0.78%)
Total	381	100%

Out of 382 respondents, 381 completed this item. The question was whether rewarding desirable behaviour would help to minimise disciplinary problems. Of the 381 respondents 272 (71.39%) said yes, 50 (13.12%) and 59 (15.49%) respondents were undecided.

The majority of the respondents (272 learners) agree that rewarding learners for displaying good behaviour will help reduce disciplinary problems.

4.7.11 Special schools

Table 4.77 provides information on the response of learners as to whether developing special schools for children with behavioural problems will help minimise disciplinary problems.

Table 4.77 Developing special schools for children with behavioural problems (n=378)

Category	Frequency	Percentage (%)
Yes	139	36.77%
No	175	46.30%
Undecided	64	16.93%
No Response	(4)	(1.05%)
Total	378	100%

Out of 382 respondents, 380 completed this item. Of the 380 respondents 139 (36.77%) said yes to the question which asked whether developing special schools for children with behavioural problems would help to minimise disciplinary problems, 175 (46.30%) said no and 64 (16.93%) were undecided.

Most respondents (175 learners) in this item do not agree that children with behavioural problems should be isolated and be taught in special schools.

4.8 OPEN-ENDED QUESTIONS

At the end of Section C of the questionnaire, two open-ended questions were included to the questionnaire. The respondents were asked to give their own opinions on the factors contributing to lack of discipline in secondary schools and possible solutions.

4.8.1 The response of the educators

The educators' responses on the factors contributing to the lack of discipline were as follows:

4.8.1.1 Non-involvement of parents

The educators have identified the non-involvement of parents as one of the factors which contribute to the lack of discipline in secondary schools. This means that parents are not involved in the education of their children.

The following statements have been taken from the questionnaires completed by the educators and emphasize the fact that parents are not involved in the education of their children:

"The non-involvement of parents in schools is one of the major problems that contribute to the lack of discipline".

"Lack of support from the parents".

"Lack of commitment by the parents and the learners in education".

4.8.1.2 Drugs

The use of drugs by the learners in schools was also identified by the educators as one of the factors that contribute to the lack of discipline.

Educators argue that drugs such as alcohol and marijuana are easily available to the learners.

Some of the statements from the educators' questionnaires on this issue include the following:

"Drug use amongst youngsters is also a major contributor to disciplinary problems".

"The learners' exposure and easy access to alcohol and drugs".

"Drugs being freely available to learners".

4.8.1.3 Rights

Another issue that seems to be a cause for concern to the educators is the fact that children emphasise "rights". Educators are concerned that more emphasis is placed on the rights of the children than on their responsibilities.

The statements which follow are the statements taken directly from the educators' questionnaires:

"Children' rights, which they emphasise more than responsibilities".

"Rights, because children keep on saying that they have rights, forgetting that rights go hand in hand with responsibilities".

4.8.1.4 Absent parents

What seemed to be coming out more frequently from the questionnaires completed by educators is the fact that some parents, due to various reasons, do not stay at home with their children. These children are left on their own without any guidance. Children need the guidance of their parents to develop and make transition into adulthood.

The statements from the questionnaires, which emphasise the fact that children growing up in homes where the parents are not always available may not behave well at school, are the following:

"Lack of supervision of learners by parents at home".

"Children are left to stay on their own after the parents have died or gone to work out of town".

"Learners staying alone at home".

4.8.1.5 Intimate Relationships between the Educators and the Learners

Educators raised the issue of educators who have intimate relationships with learners as one factor that contributes to a lack of discipline in secondary schools. The mere fact that the educators raised this issue means that there is a cause for concern.

Some of the responses that were given by the educators on this issue include the following:

"Educators who are involved in intimate relationships with the learners"

"Sexual relationships between educators and learners"

4.8.1.6 Age of the learners

The age of the learners, that is older children, seems to be one of the main concerns of the educators when it comes to discipline in secondary schools. Some of the older children that are still at school show no respect for the educators and that is a problem.

The following are some of the responses taken from the educators' questionnaires which indicate the opinions of the educators on age as a factor which contributes to a lack of discipline in secondary schools.

"Age is one of the contributory factors".

"Over-aged learners"

4.8.1.7 Other factors

The educators also identified the following factors as those which contribute to lack of discipline in secondary schools:

- Low self-esteem of the learners
- Lack of recreation facilities in schools
- Lack of interest in extra-curricular activities
- Gangs in schools
- A lack of interest from the side of the educators (de-motivated educators)
- The boys being sent to initiation schools while still at school

4.8.2 Possible solutions

The educators have also identified various possible solutions that can be used in secondary schools to solve disciplinary problems.

4.8.2.1 Parent involvement

The responses from the educator questionnaires frequently indicated that the involvement of the parents in education will help reduce disciplinary problems experienced in secondary schools. The cooperation and the assistance of parents are very important for the educators. So, both the educators and the

parents should find ways of making sure that parents also play a major role in the education of their children.

The statements that follow indicate the response of the educators concerning parental involvement in education. These statements come from the educators' questionnaire.

"Schools must try to encourage parents to be involved in the education of their children".

"Full participation in the education of the child, and involvement in sporting activities and school activities by the learners' parents is important".

"Parents must be actively involved in the education of their children".

4.8.2.2 Corporal punishment

Educators feel strongly that re-instating corporal punishment will help reduce the problems of discipline experienced in secondary schools.

The responses, which indicate the opinions of the educators on re-instating corporal punishment in schools, include the following:

"Reinstate corporal punishment".

"Bring back corporal punishment."

"Re-instate corporal punishment or clarification on other alternatives for corporal punishment".

"Corporal punishment should be administered under the supervision of the supervisors of the schools".

4.8.2.3 Policies on Discipline

Educators, in their responses on possible solutions to lack of discipline, argue that clearly stipulated policies on how to discipline learners should be in place. The Department of Education must clearly indicate the various alternatives that are available to the educators to solve disciplinary problems experienced in schools.

To support the educators' arguments, statements from their questionnaires are included here and they are as follows:

"Policies for disciplinary measures must be established and educators should strictly adhere to these policies.

"The government as the employer must develop clearly stipulated policies or legislation and must stop saying educators must use their discretionary alternative forms of discipline".

"There must be clear policies to ensure that the learners are disciplined".

"The school must have a policy on the methods of punishment" .

4.8.2.4 Other possible solutions

Other possible solutions to the lack of discipline, identified by the educators, include the following:

- The Department of Education should come up with strategies for motivating educators, for example, giving the educators satisfactory salaries.
- Parents and educators should display good morals and discipline.

- Guidance and life orientation educators should put more emphasis on teaching discipline.
- The learners who have disciplinary problems must be given attention in order to help them.
- Educators should come up with strategies for motivating the learners.
- Boys should not be sent to initiation schools whilst in school, they should go after finishing Grade 12.
- The Department of Education, in partnership with the school community and the parents, should teach children about their rights and responsibilities.
- There should be more emphasis on involving learners in extra-curricular activities.
- The learners in schools should be classified according to age. The older learners, and the girls who fall pregnant whilst in school, should be placed in Adult Education Centres or Technical Colleges.
- The police should intervene and help the principals and the educators to reduce the formation of gangs in schools.

4.8.3 Learner responses

The response of the learners on the factors contributing to the lack of discipline were as follows:

4.8.3.1 Inappropriate relationships between educators and learners

Educators having inappropriate relationships with the learners is one factor that seems to be coming out more frequently from the learners responses as a contributing factor to the lack of discipline in secondary schools. By inappropriate relationships, the researcher refers to sexual relationships between the learners and the educators. Inappropriate relationships between the educators and the learners also refers to relationships where educators are befriending their learners instead of playing the leadership role.

Some of the learners' responses from the learner questionnaire on the issue of inappropriate relationships between the educators and the learners include:

"Teachers who propose love to learners".

"Teachers who are dating learners".

"Teachers who have affairs with learners".

"Teachers who drink alcohol with learners".

"Some educators drink alcohol with school kids"

4.8.3.2 Drugs

The learners argue that the use of drugs by the learners in schools is one of the factors which contribute to the lack of discipline. Drugs are easily accessible to the learners and this is a very serious problem.

Some of the learners' responses, from the question about this problem include the following:

"Children coming to school under the influence of alcohol".

"Drugs cause learners to misbehave".

"Smoking dagga during school hours"

4.8.3.3 Age

The learners also raised the issue of age as a factor that contributes to the lack of discipline and a cause for concern in schools. They argue that some of the older children can create disciplinary problems in school as some of these learners, at times, challenge the authority of educators.

The response given by the learners on this problem include the following:

"Some learners are old or over-age and the teachers cannot control them".

"The age can be a problem".

"The age of the learners"

4.8.3.4 Other factors

Other factors which were identified by the learners as the factors which contribute to a lack of discipline in secondary schools include the following:

- Absent parents
- Parents who do not want their children to be punished.
- Educators who do not pay attention to children who do not understand the work done in class.
- Educators who use vulgar language towards the learners.
- Educators who give certain children special treatment and discriminate against others.
- Educators who are not patient with learners.
- Some of the boys who go to initiation schools whilst still in school can cause disciplinary problems by challenging the authority of the educators.
- Children misbehave because of educators who drink alcohol during school hours or even go to school drunk.

4.8.4 Possible Solutions

The learners have also identified various possible solutions that can be used in secondary schools to solve disciplinary problems.

4.8.4.1 Stopping inappropriate relationships between educators and learners

This is one of the possible solutions that appeared frequently in the learners' questionnaires. It is the responsibility of the teachers, principals and the Department of Education to ensure that teachers who have inappropriate relationships with the learners are exposed and dealt with accordingly. Disciplinary measures should be in place to deal with such inappropriate behaviour.

The following are the responses which indicate the opinions of the learners on how to deal with teachers who have affairs or inappropriately befriend them.

"Teachers should stop having affairs with the learners".

"The teachers should respect themselves and not have relationships with the learners".

"Teachers should avoid having inappropriate relationships with the learners".

4.8.4.2 The learners should be treated equally

This is one of the possible solutions that were identified by the learners as a solution that could help to reduce disciplinary problems experienced in secondary schools.

The following responses which came out of the questionnaires indicate the opinions of the learners on the treatment of the learners in secondary schools:

"All teachers must treat the learners equally".

"Educators should treat the learners equally"

"Treating the learners equally".

4.8.4.3 Other Solutions

Other possible solutions to the lack of discipline, identified by the learners, include the following:

- Involvement of parents in schools.
- There must be respect between the educators and the learners in secondary schools
- Corporal punishment should be brought back.
- Boys should go to initiation schools after passing Grade 12.
- Social workers must be involved in education as children need people that they can trust when it comes to the problems they experience at school.

4.9 SUMMARY

This chapter presented the research results and findings on the factors contributing to the lack of discipline in secondary schools and possible solutions. The responses given by the educators and the learners from the four selected secondary schools revealed that there are various factors which contribute to the lack of discipline. Some of the factors which contributed to the lack of discipline, which were provided by the educators and the learners, include: non-involvement of the parents; children who due to various circumstances stay at home alone without parent supervision; educators

involved in inappropriate relationships with the learners; low self-esteem on the part of the learners; children rights that are over-emphasised; drugs, lack of interest in extra-curricular activities etc.

The results also indicated some possible solutions to the problem of discipline in secondary schools. These include parental involvement in education; reinstating corporal punishment; the revision of the admission policy; the development of clear policies on how to use disciplinary measures in schools and educating learners about their rights and responsibilities. The study was conducted by making use of questionnaires to collect data. The results of the study revealed the various factors which contribute to the lack of discipline and possible solutions to the problem of the lack of discipline. Chapter five presents the summary of the findings of the study, the recommendations and conclusion.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of the findings and discussions of the research study, as reflected by the responses of the educators and learners of the four selected secondary schools in the Mangaung Area of Bloemfontein. Chapter five will also present the recommendations based on the findings of this research study.

5.2 SUMMARY OF THE STUDY

Chapter One provided information on the overview and introduction of the study. This Chapter provided information on the aim of the study, statement of the problem, the hypothesis, research questions, theoretical rationale, definitions of terms to be used in the study and the research design.

Chapter Two explored the various research undertaken in the field of discipline at schools in identifying the factors contributing to the lack of discipline and ways of addressing the lack of discipline and its causes. The factors that were identified as the factors which contribute to the lack of discipline include: the home; the parents; the society and the school. Lastly, the possible solutions to lack of discipline were identified and those include: parental involvement in schools; school rules; the behaviour policy; counselling and special schools.

Chapter Three explained the research design and provided reasons for choosing the research design. It also pointed out the population and the sample of the study. It provided information on the pilot study and reasons for conducting a pilot study. It also explained the instrument used in collecting information. The instrument that was used by the researcher to collect data

was also explained and reasons were provided why the particular instrument was chosen over others.

Chapter Four presented the research results and findings on the factors contributing to a lack of discipline in secondary schools and possible solutions. The responses given by the educators and the learners of the four selected secondary schools reveal that there are various factors which contribute to lack of discipline. The results also indicated some possible solutions to the problem of discipline in schools.

Chapter Five presents the summary of the findings of the study, the discussions, conclusions and recommendations.

5.3 THE AIM OF THE STUDY

The aim of the study was to determine which factors contribute to the lack of discipline in secondary schools and find solutions to solve disciplinary problems experienced in secondary schools.

The aim of the study was achieved, because various factors were identified in this study as the factors which contribute to a lack of discipline as well as possible solutions to these disciplinary problems. This was achieved by reviewing literature relevant to the study and this information was supported by information from the research respondents. These respondents included the educators and the learners who provided information which assisted the researcher to achieve the aim of the study.

5.4 SPECIFIC OBJECTIVES

The objectives of the study included the following:

- To determine whether the lack of resources in secondary schools contribute towards the lack of discipline.

- To determine whether overcrowding in classrooms contributes to a lack of discipline in secondary schools.
- To determine whether the socio-economic background of learners is a contributing factor to a lack of discipline in secondary schools.
- To determine whether the home contributes to a lack of discipline in secondary schools.
- To determine whether the school contributes to the lack of discipline.
- To determine whether the society contributes to the lack of discipline.

The objectives of the study were achieved. The results of the study indicate that the lack of resources in secondary schools, overcrowding in classes, the socio-economic background of the learners, the home, the school and the society contribute to the lack of discipline in school. These objectives assisted the researcher in providing a direction for the study because the researcher knew what she wanted to achieve at the end of the study.

5.5 THE HYPOTHESES

The research tested the following set of hypotheses:

- A lack of resources contributes to the lack of discipline in secondary schools.
- Overcrowded classrooms lead to a lack of discipline in secondary schools.
- The socio-economic background of learners contributes to a lack of discipline in secondary schools.
- The home of the child contributes to a lack of discipline in secondary schools.
- The school contributes to the disciplinary problems experienced in schools.
- The society in which the child lives contributes to a lack of discipline in secondary schools.

5.6 RESEARCH QUESTIONS

The research answered the following questions:

- Does the socio-economic background of the learner contribute to a lack of discipline in secondary schools?
- Does a lack of resources in secondary school contribute to the lack of discipline?
- Does the overcrowding of learners in the classroom contribute to a lack of discipline in secondary schools?
- Do parents contribute to some of the disciplinary problems experienced in secondary schools?
- Does the school contribute to disciplinary problems experienced in schools?
- Does the society in which the child lives contribute to a lack of discipline in secondary schools?

The study answered the questions which were posed at the outset. The results of the study indicate that the socio-economic background of the learners, a lack of resources, overcrowding of learners in classrooms, parents, the school, and the society contribute to a lack of discipline in secondary schools.

5.7 DISCUSSION OF FINDINGS

The aim of the study, as mentioned at the beginning of this chapter, was to determine which external factors contribute to a lack of discipline in secondary schools. This means that the researcher had to identify the causes of the lack of discipline and find solutions to the problems experienced by educators in schools. A number of the factors which contribute to a lack of discipline were identified by the researcher from the literature review.

The factors identified by the researcher, from the literature review as the contributing factors to lack of discipline were:

- The home of the child
- The socio-economic background of the learners
- The parents
- The society
- The school

The literature review goes on to show the possible solutions to the lack of discipline. The possible solutions to lack of discipline identified were:

- Parental involvement
- Having school rules
- Having a behaviour policy
- Counselling
- Special schools

The researcher also used questionnaires to investigate the factors which contribute to a lack of discipline in secondary schools. In addition to the information obtained from the literature review, the questionnaires completed by the educators and the learners also provided more information on the causes of the lack of discipline in secondary schools and possible solutions.

5.7.1 Findings on the research questions

The findings on the research questions were as follows:

(i) Does the socio-economic background of the learner contribute to a Lack of discipline in secondary schools?

On the first research question 81.6%, of the educators said that the socio-economic background of the learners contributes to the lack of discipline.

This means that the educators believe that children from disadvantaged families have a tendency to misbehave. The response of the learners differed from those of the educators, because only 58% of the learners said that the socio-economic background of the learners could not influence the behaviour of the learners. The argument here was that there were children who despite their poor background had succeeded in life.

(ii) Does a lack of resources in secondary school contribute to a lack of discipline?

On the second research question there was no link between the lack of resources in schools and a lack of discipline. This is supported by the responses of the learners where only 40.4% said that the lack of variety in teaching aids contribute to lack of discipline whilst 44.4% said that a lack of resources in schools did not. This means that a lack of resources in secondary schools has no impact on the learners' behaviour.

(iii) Does overcrowding of learners in the classroom contribute to a lack of discipline in secondary schools?

The research findings on the third question indicated that both the learners and the educators agreed that overcrowding in schools does lead to lack of discipline. On this question, 76.4% of the educators and 58.6% of the learners said that overcrowding in classes lead to disciplinary problems. This problem occurs because it is difficult to manage or control overcrowded classes.

(iv) Do parents contribute to some of the disciplinary problems experienced in secondary schools?

On the fourth question, the findings indicated that the learners did not agree with the statement that the learners misbehave because of the influence of their parents. 51.7% of the learners said that the learners do not misbehave because of the influence of the parents. The educators differed from the

learners because 45.5% of them said that the influence of the parents contributed to the lack of discipline whilst only 33.4% say the learners do not misbehave because of the influence of the parents. So, the educators are of the opinion that the learners misbehave because of the influence of their parents.

(v) Does the school contribute to disciplinary problems experienced in secondary schools?

On the fifth question the research findings indicated various factors within the school that could influence the behaviour of the learners. These factors included overcrowding in schools, the behaviour of the educators, the educators who might have a negative attitude towards the learners. Other school factors which contributed to a lack of discipline included the abolition of corporal punishment by the government, and inconsistency of the educators when disciplining the learners. The learners felt strongly that educators are not consistent when it comes to disciplining the learners. So, it is important when administering punishment to ensure that it is administered consistently with all learners. The educators felt strongly about the issue of bringing back corporal punishment to help solve the disciplinary problems experienced in schools.

(iv) Does the society in which the child lives contribute to a lack of discipline in schools?

The findings on this last research question indicated that there was a difference between the responses of educators and the learners. An overwhelming 80.6% of the educators say society does influence the behaviour of the learners, whilst only 40.1% of the learners agreed with the educators on this issue. This indicates differences of opinions between the educators and the learners.

5.7.2 Findings on the objectives of the study

The first objective of the study was to determine whether a lack of resources in schools contributed to the lack of discipline in secondary schools. According to the responses of the learners, there is no link between a lack of resources and a lack of discipline in secondary schools. The responses of the learners indicated that only 40.4% of the learners agreed. Based on the responses of the learners, it can be said that this objective was not achieved.

The second objective was to determine whether overcrowding in classrooms contributed to a lack of discipline in secondary schools. The findings of the study regarding this objective indicated that both the learners and the educators felt that overcrowding in schools lead to a lack of discipline. According to the responses, 76.4% of the educators and 58.6% of the learners agreed with the statement. Based on the findings, a conclusion can be reached that this objective was achieved.

The third objective was to determine whether the socio-economic background of the learners was a contributing factor to the lack of discipline in secondary schools. The findings indicated that there was a significant difference in the responses of the educators and the learners with regard to this objective. 81.6% of the educators said that the socio-economic background of the learners contributes to a lack of discipline, while only 29.97% of the learners agreed that the socio-economic background of the learners can lead to a lack of discipline. Based on the responses of the educators, it can be said that this objective of the study was achieved.

The fourth objective was to determine whether the home contributes to a lack of discipline. The findings on this objective indicated that 51.7% of the learners did not agree that the learners misbehave because of the influence of the parents and only 45.5% of the educators agreed that the influence of the parents lead to a lack of discipline. Judging by the response of the educators and the learners, a conclusion can be reached that this objective was not achieved.

The fifth objective was to determine whether the school contributed towards a lack of discipline in secondary schools. The findings on this objective indicated a variety of school factors which contributed to a lack of discipline. These factors included overcrowding in classes, which has already been discussed. Other school factors included the abolition of corporal punishment and inconsistency in disciplining the learners. The findings indicated that 60.10% of the learners and 73.13% of the educators agreed that the abolition of corporal punishment in schools contributes to lack of discipline. On the issue of inconsistency in disciplining, the responses indicated that 81.82% of the educators and 61.74 of the learners agreed that inconsistency in disciplining the learners contributed to a lack of discipline. Based on the responses of educators and the learners it can be said that this objective was achieved.

The sixth objective was to determine whether the society in which the child lives contributes to lack of discipline. According to the findings of the study, there was a significant difference between the responses of the educators and the learners with regard to this objective. 80.6% of the educators and only 40.1% of the learners agreed that society contributes to a lack of discipline. Judging by the response of the educators, it can be said that this objective was achieved.

5.7.3 Findings on the hypotheses of the study

(i) Hypothesis 1: A lack of resources contributes to the lack of discipline in secondary schools

The findings of the study indicate that this research hypothesis was proven to be false, because the majority of the respondents did not agree that a lack of resources contributes to the lack of discipline.

(ii) Hypothesis 2: Overcrowded classrooms lead to a lack of discipline in secondary schools

The findings of the study indicate that this research hypothesis was proven to be true. The findings of the study indicate that a large number of the educators and the learners agreed that overcrowding in schools contributes to a lack of discipline.

(iii) Hypothesis 3: The socio-economic background of learners contributes to a lack of discipline in secondary schools

The findings of the study indicate that this research hypothesis was proven to be true, because 81.6% of the educators agreed that the socio-economic background of the learners contributes to a lack of discipline.

(iv) Hypothesis 4: The home of the child contributes to a lack of discipline in secondary schools

The findings of the study indicate that this research hypothesis was proven to be false because the majority of the learners and the educators did not agree that the home of the child contributes to a lack of discipline.

(v) Hypothesis 5: The school contributes to the disciplinary problems experienced in schools

The findings of the study indicate that this research hypothesis was proven to be true, as there are certain school factors which have been identified as contributing factors to the lack of discipline.

(vi) Hypothesis 6: The society in which the child lives contributes to a lack of discipline in secondary schools

The findings of the study indicate that this research hypothesis was proven to be true. The majority of the respondents agreed that the child is influenced by

the society in which he or she lives and can influence the child in a negative way.

5.7.4 Discussions of the open-ended questions

The findings also included the responses given by both the educators and the learners on what they believe to be the cause of the lack of discipline in secondary schools. They were also requested to give their opinions on how to solve the disciplinary problems experienced in secondary schools.

Some of the causes of the lack of discipline, which were identified by the educators and the learners, were:

- **The parents**

Non-involvement of parents in education

Absent parents, which leads to children who head households without proper guidance from adults

Parents who do not want their children to be punished

- **The educators**

Educators who have inappropriate relationships with the learners

Educators who do not treat the learners equally and therefore discriminate against the learners

Educators who do not pay attention to the problems experienced by the learners in class

Educators who use vulgar language towards the learners

Educators who drink during school hours or come to school drunk

- **The learners**

Drug abuse by the learners

Over-emphasis of the learners' rights at the expense of responsibility

The age of the learners is also a factor, as older children do not respect the educators

Children who are sent to initiation schools at a young age

The research findings on the possible solutions to the lack of discipline that came out of the educators and learners' responses include the following:

- Parental involvement
- Stopping inappropriate relationships with the learners
- Re-instating corporal punishment
- Coming up with strategies for motivating educators and learners
- Placing older children in Adult Education Centres or Further Education and Training Colleges
- Children should be taught about their rights and responsibilities
- The police and the social workers should assist in schools, especially when it comes to issues of drug abuse and gangs in schools
- Boys should first finish school before going to initiation schools

The study answered the research questions which were posed by the researcher in connection with this study.

5.8 CONCLUSION

In conclusion, it can be stressed that the lack of discipline or challenging behaviour in secondary schools and classrooms is one of the serious problems experienced by educators. Educators, on a daily basis, face the

problem of a lack of discipline and they spend too much time dealing with this. This challenging behaviour results in educators feeling helpless and disempowered, and this may lead to unsuccessful teaching and learning in schools. So, this matter should receive immediate attention and, in order to do this, the educators have to investigate the causes of the lack of discipline before punishing the learners.

In the review of the available literature it is indicated that the learners do not just misbehave for the sake of challenging the educators. They misbehave because they want to satisfy a particular need. The learners may misbehave because they want to satisfy their need for attention, which they do not get at home. These learners believe that negative attention is better than no attention at all. A learner who wants attention may seek recognition and attention by disrupting the other people in class. It is for this reason that educators should look beyond bad behaviour and try to find reasons why the learners misbehave.

There are many factors which influence the behaviour of the learners and make them to misbehave. The aim of this study was to investigate these factors and come up with solutions to solve the lack of discipline. The factors which were identified by the researcher as the factors contributing to the lack of discipline include: the home; the parents; the society and the school. If the educators know and understand why the learners misbehave, they will be in a better position to solve the problems.

Lastly, the principals have to ensure that educators are empowered to deal with a lack of discipline. Understanding and managing challenging behaviour by focusing on the promotion of good behaviour can help the educators to tackle discipline problems successfully.

5.9 RECOMMENDATIONS

The aim of the study was to identify the external factors which contribute to the lack of discipline in secondary schools and to find possible solutions to solve the problem regarding discipline. Identifying the problems regarding discipline, and finding solutions of these problems, will help the educators to make sure that there are less disciplinary problems experienced in schools. In order to achieve this, the researcher has the following recommendations:

- The first recommendation in solving problems of discipline is to empower educators by ensuring that they attend workshops and seminars on management in education. These workshops and seminars should be aimed at making educators better classroom managers by equipping educators with skills which will make them better classroom managers. This training will help to reduce disciplinary problems experienced in schools.
- The researcher recommends that educators involve the parents in the education of their children. Parents can be involved in curricular activities and extra curricular activities. Parents who are good at speaking, role-playing and dramatisation may be used in on a regular basis on curricular issues. They can assist educators by keeping the learners busy in the educators' absence, checking the learner's work, assist with revision, and remedial work. Sometimes parents have interesting and useful hobbies, which can be used in certain lessons or enrichment programmes. Parents can also assist the educators with the supervision of learners during educational outings and can make a valuable contribution by assisting the educators to enforce discipline in schools.
- The educators who have inappropriate relationships with the learners should be exposed and dealt with accordingly. The Department of Education should, with the assistance of the principals and educators in

schools investigate the cases of educators who have intimate or sexual relationships with the learners. If found guilty those educators should be dismissed. So, it is the responsibility of all educators and principals not to turn a blind eye on such issues.

- On the issue of de-motivated educators, the Department of Education should come up with ways of motivating educators to be committed to their work. The educators need to be acknowledged for the work that they do. This can be done by giving educators financial incentives, for example, an increment on their salaries. The Department of Education can also organise Award Ceremonies and recognise the educators for their hard work.
- On the issue of drug abuse and gangs in schools, the principals have to involve the police, as they are well trained to deal with these problems. The police can visit schools on a regular basis to search for drugs and dangerous weapons which the learners might bring to school.
- The social workers and counsellors should also visit the schools on a regular basis to assist the learners who have behavioural problems. Having social workers and counsellors in schools might help the learners to face their problems, as they will be assisted to identify the causes of the behavioural problems and solve them.
- On the issue of the learners who over-emphasise their rights when they are punished, it is recommended that the Department of Education, in partnership with the school and the parents, come up with a plan in order to educate the learners about their rights.
- Overcrowding has also been highlighted as one of the factors that contribute towards the lack of discipline. On this issue, the Department of Education has to come up with solutions, for example, the

Department of education can build more schools and appoint more educators.

- Another solution to overcrowding can be to give immediate attention to the educator-learner ratio in the classroom. The schools should reduce large numbers in the classrooms as it will be easier for the educators to manage smaller numbers. The teachers will experience fewer disciplinary problems in classes which have fewer learners.

5.10 SUGGESTIONS FOR FUTURE RESEARCH

This study has highlighted the factors which contribute to the lack of discipline in secondary schools. The possible solutions to tackle a lack of discipline have also been identified. It has also brought to the surface the opinions of the educators and the learners on the various causes of a lack of discipline in secondary schools and what they think can be done to reduce these disciplinary problems.

However, the study is not without limitations. It only focused on the views and the opinions of the educators and the learners. The study focused mainly on what the learners and the educators think contributes to the lack of discipline and possible solutions to these problems. In doing so, the study excluded the inputs of the most important members of the school community, that is, the principals. The study has not touched on the role and the views of the principals, as school managers, in solving disciplinary problems. It is recommended that future research may have to look mainly at the role and the opinions of the principals on the issue of discipline in secondary schools.

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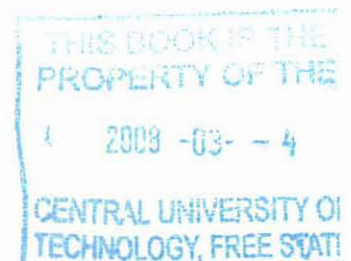
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APPENDIX

A



Central University of
Technology, Free State

mpala 6
Van Der Riet Street
Brandwag
Bloemfontein
9301
27 June 2005

The Chief Education Specialist
Free State Department of Education
Private Bag X20565
Bloemfontein
9300

Dear Sir or Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

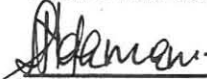
Permission is hereby requested to conduct research in the following secondary schools:

1. Vulamasango Senior Secondary School
2. Atlehang Senior Secondary School
3. Lekhulong Secondary School
4. Tsosetso Secondary School
5. Kagisho Comprehensive School

The title of the research project is "The Factors Contributing to Lack of Discipline In Secondary Schools in The Mangaung Area of Bloemfontein in the Free State Province and Possible Solutions".

Thank you in advance.

Yours faithfully


P.L. Ndamani (Ms.)

APPENDIX

B



Central University of
Technology, Free State



CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRY STAAT
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FORE ISTATA

MANAGEMENT SCIENCES
School of Teacher Education

TO WHOM IT MAY CONCERN

APPROVAL TO CONDUCT RESEARCH

The approval to conduct research has been granted to **Ms. P.L Ndamani** to conduct research on "The Factors Contributing to Lack of Discipline in Secondary Schools in the Mangaung Area of Bloemfontein in the Free State Province and Possible Solutions".

The research will be conducted in four selected Public Secondary Schools in Mangaung.

A handwritten signature in black ink, appearing to read 'Dr. SRS Litheko'.

DR. SRS LITHEKO
DIRECTOR OF SCHOOL: TEACHER EDUCATION

APPENDIX

C



Enquiries : Mr W B van Rooyen
Reference no. : 16/4/1/40-2005

Tel : (051) 404 8077
Fax : (051) 4048074

2005-06-29

Ms. LP Ndamani
Impala 6
Brandvag
Bloemfontein
9301

Dear Ms. Ndamani

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. **Research topic: Factors contributing to lack of discipline in Secondary Schools in the Mangaung Area of Bloemfontein and possible solutions.**
3. Your research project has been registered with the Free State Education Department and you may conduct research in the Free State Department of Education under the following conditions:
 - 3.1 Educators and learners, participate voluntarily in the project.
 - 3.2 The names of all schools, educators, and learners involved remain confidential.
 - 3.3 The questionnaires are completed and the interviews are conducted outside normal tuition time.
 - 3.4 This letter is shown to all participating persons.
4. You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein. It will be appreciated if you would also bring a summary of the report on a computer disc, so that it may be placed on the website of the Department.
5. Once your project is complete, you may be invited to present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.
6. You are requested to confirm acceptance of the above conditions in writing to:

The Head: Education, for attention: CES: IRRISS
Room 1204, Provincial Government Building
Private Bag X20565, BLOEMFONTEIN, 9301

We wish you every success with your research.

Yours sincerely



WB van Rooyen
CES: IRRISS

APPENDIX

D



Central University of
Technology, Free State

ila 6
Der Riet Street
dwag
Bloemfontein
9301
27 June 2005

The Principal
Atlehang Secondary School
4327 Choeu Street
Kagisanong
Bloemfontein
9323

Dear Sir or Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am doing research on "The Factors Contributing to Lack of Discipline in Secondary Schools in The Mangaung Area of Bloemfontein". The aim of the study is to determine which extrinsic factors contribute to a lack of discipline in secondary schools.

Five secondary schools in Mangaung will be visited to seek for assistance in completing this research project.

I hereby request permission to conduct research at your school, if possible on the 28th of July 2005.

Thank you in advance.

Yours faithfully

A handwritten signature in black ink, appearing to read 'P.L. Ndamani', written over a horizontal line.

P.L. Ndamani (Ms.)



Central University of
Technology, Free State

a 6

er Riet Street

Daniuag

Bloemfontein

9301

27 June 2004

The Principal
Lereko High School
7855 Monaheng Street
Kagisanong
Bloemfontein
9326

Dear Sir or Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am doing research on "The Factors Contributing to Lack of Discipline in Secondary Schools in The Mangaung Area of Bloemfontein". The aim of the study is to determine which extrinsic factors contribute to a lack of discipline in secondary schools.

Five secondary schools in Mangaung will be visited to seek for assistance in completing this research project.

I hereby request permission to conduct research at your school.

Thank you in advance.

Yours faithfully

P.L Ndamani (Ms.)



Central University of
Technology, Free State

ila 6
Der Riet Street
dwag
Bloemfontein
9301
27 June 2005

The Principal
Tsosetso High School
10916 Tau Street
Kagisanong
Bloemfontein
9323

Dear Sir or Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am doing research on "The Factors Contributing to Lack of Discipline in Secondary Schools in The Mangaung Area of Bloemfontein". The aim of the study is to determine which extrinsic factors contribute to a lack of discipline in secondary schools.

Five secondary schools in Mangaung will be visited to seek for assistance in completing this research project.

I hereby request permission to conduct research at your school, if possible on the 26th of July 2005.

Thank you in advance.

Yours faithfully

A handwritten signature in black ink, appearing to read 'P.L. Ndamani', written over a horizontal line.

P.L. Ndamani (Ms.)



Central University of
Technology, Free State

Der Riet Street
rdwag
Bloemfontein
9301
27 June 2005

The Principal
Vulamasango Senior Secondary School
Box 18032
Ga-sehunelo
Bloemfontein
9326

Dear Sir or Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am doing research on "The Factors Contributing to Lack of Discipline in Secondary Schools in The Mangaung Area of Bloemfontein". The aim of the study is to determine which extrinsic factors contribute to a lack of discipline in secondary schools.

Five secondary schools in Mangaung will be visited to seek for assistance in completing this research project.

I hereby request permission to conduct research at your school, if possible on 25th of July 2005.

Thank you in advance.

Yours faithfully

A handwritten signature in black ink, appearing to read 'P.L. Ndamani', written over a horizontal line.

P.L Ndamani (Ms.)

APPENDIX

E

Impala 6
Van Der Riet Street
Brandwag
Bloemfontein
9301
27 June 2005

Dear Parent

**REQUEST FOR PERMISSION OF LEARNER PARTICIPATION IN THE RESEARCH
PROJECT**

I am doing research on "The Factors Contributing to Lack of Discipline In Secondary Schools in The Mangaung Area of Bloemfontein in the Free State Province". The aim of the study is to determine which extrinsic factors contribute to a lack of discipline in secondary schools.

Five secondary schools in Mangaung will be visited to seek for assistance in completing this research project.

I humbly request permission for the participation of your child in this research project.

Thank you in advance.

Yours faithfully



P.L. Ndamani (Ms.)

APPENDIX

F



Central University of
Technology, Free State

Central University of Technology, Free State

School Of Teacher Education

Private Bag X20539

Bloemfontein

9300

July 2005

Dear Participant

This questionnaire is designed to study certain aspects about Factors Contributing to Lack of Discipline in Selected Secondary Schools in the Mangaung Area of Bloemfontein and Possible solutions. The information you provide will help us identify causes of lack of discipline in secondary schools and find ways or means to solve the problems of discipline experienced in secondary schools.

Because you are the one who can give us a correct picture about what takes place in schools, I request you to respond to the questions honestly. Your response will be kept strictly confidential.

Thank you very much for your time and cooperation. I greatly appreciate your help in furthering this research.

Yours faithfully

A handwritten signature in black ink, appearing to read 'P.L. Ndamani', followed by a dotted line.

P.L Ndamani



FACTORS CONTRIBUTING TO SCHOOLS IN THE MANGAUNG AREA OF BHEMBE DISTRICT, AND POSSIBLE SOLUTIONS

Central University of
Technology, Free State

INSTRUCTIONS

1. Read through each question or statement carefully.
2. Please make a cross (X) in the appropriate box representing appropriate responses to the following items.
3. At the end of the questionnaires, a space has been left open for general suggestions or comment. Please make use thereof.
4. Your response will be kept strictly confidential. Please do not write your name or the name of the school.

SECTION A: ABOUT YOUR SELF

1. AGE

20-29	1
30-39	2
40-49	3
50-59	4
Other (Specify)	5

2. QUALIFICATIONS

Doctorate	1
Masters	2
B. Hons	3
B.A, BSc., B.Comm, etc.	4
Other (Specify)	5

3. EXPERIENCE

1-10 Years	1
11-20 Years	2
21- 30 Years	3
31-40 Years	4

4. GENDER

F	1
M	2

5 = Strongly Agree, 4 = Agree, 3 = Undecided (Unsure), 2 = Disagree, and 1 = Strongly Disagree.

STATEMENTS	5	4	3	2	1
1. Parents influence the behaviour of learners negatively.					
2. The child who is rejected at home will have no respect for adults including the educators.					
3. The failure of parents to exercise control over their children contributes to indiscipline.					
4. Excessive control by parents on their children leads to indiscipline.					
5. Poor relationship with parents leads to indiscipline.					
6. Communication breakdown between the parents and the educators contributes to lack of discipline.					
7. The society in which the child lives can influence the behaviour of the child negatively.					
8. The socio-economic background of learners plays a role in influencing the way the learners behave.					
9. Children who come from socially and economically disadvantaged families tend to have behavioural problems.					
10. Limited aspirations and opportunities contribute to negative behaviour of the learners in school.					
11. Overcrowding in classes produces discipline problems.					
12. Individuality in big classes is ignored and this facilitates disruptive behaviour.					
13. Learners misbehave because of lack of variations in the methods of instruction.					
14. Abolition of corporal punishment is to blame for disciplinary problems.					
15. Learners misbehave because they know educators cannot punish them.					
16. Inconsistency in disciplining the learners is the source of disciplinary problems.					
17. There are no clear policies to ensure that learners are disciplined consistently.					
18. Poor relationships with educators lead to misbehaviour.					
19. The attitude of educators towards the learners leads to misbehaviour.					
20. Rejection of learners by educators contributes to disciplinary problems.					
21. Peer pressure may contribute to disciplinary problems.					
22. Disciplined learners misbehave when they join groups of disruptive learners.					
23. Poor relationships with other learners may lead to indiscipline.					
24. Technology can influence the behaviour of the learners negatively.					
25. The programmes that children watch on television can influence the learners negatively.					

SECTION C: POSSIBLE SOLUTIONS



STATEMENTS	5	4	3	2	1
1. Good relationships between the home and the school will have a positive influence on how children behave at school.					
2. The lines of communication between the home and the school should be efficient and regular.					
3. Discipline should be the responsibility of both the educators and the parents.					
4. Having clear rules that are understood by everyone is one way of solving discipline problems.					
5. Rules should be developed and owned by both the educators and the learners.					
6. Ensuring consistency in discipline measures of the school.					
7. Special schools run by trained educators should be set up for problematic students.					
8. Learners with behaviour problems should receive counseling.					
9. Ignoring some forms of unacceptable behaviour or lack of discipline.					
10. Rewarding desirable behaviour is one way of dealing with lack of discipline.					

GENERAL REMARKS

1.	In your opinion, which factors contribute to lack of discipline in secondary schools?

2.	What can be done to minimize discipline problems in schools?

APPENDIX

G



Central University of
Technology, Free State

University of Technology, Free State
SCHOOL OF Teacher Education

Private Bag X20539

Bloemfontein

9300

July 2005

Dear Participant

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Thank you very much for your time and cooperation. I greatly appreciate your help in furthering this research.

Yours faithfully

P.L Ndamani

INSTRUCTIONS

1. Read through each question or statement carefully.
2. Please make a cross (X) in the appropriate box representing appropriate responses to the following items.
3. At the end of the questionnaires, a space has been left open for general suggestions or comment. Please make use thereof.
4. Your response will be kept strictly confidential. Please do not write your name or the name of the school.

SECTION A: ABOUT YOUR SELF

1. AGE

14	1
15	2
16	3
17	4
18	5
Other (Specify	6

2. GRADE

Grade 8	1
Grade 9	2
Grade 10	3
Grade 11	4
Grade 12	5

3. GENDER

Female	1
Male	2

SECTION B: FACTORS CONTRIBUTING TO LACK OF DISCIPLINE

Listed below are questions about the factors contributing to lack of discipline in schools and possible solutions. Please answer by making a cross in the appropriate box.
Y = Yes, N = No and? = Unsure

QUESTIONS	YES 3	NO 2	? 1
1. Do learners misbehave because of negative influence of their parents?			
2. Does communication breakdown between the parents and the educators contribute to disciplinary problems in schools?			
3. Does the failure of the parents to exercise control over their children contribute to lack of discipline?			
4. Do children who have parents who exercise excessive control misbehave in school?			
5. Do children who are neglected by their parents have behavioural problems?			
6. Will a child that has a poor relationship with the parents misbehave in school?			
7. Does the society in which the child lives influence the behaviour of the child negatively?			
8. Does the socio-economic background of the learner play a role in influencing the learner's behaviour?			
9. Do children who come from disadvantaged families misbehave in school?			
10. Does overcrowding in classes contribute to disciplinary problems?			
11. Can the classes with smaller numbers be easily managed?			
12. Is individual attention ignored in overcrowded classes?			
13. Can disciplinary problems be reduced by reducing class sizes?			
14. Do learners misbehave because there is no variety in methods used by educators when presenting lessons?			
15. Do learners misbehave because there is not variety in teaching aids used by teachers when presenting lessons?			
16. Can the behaviour of the educators in class be the source of lack of discipline?			
17. Can the attitude of the educators towards the learners be the source of discipline problems?			
18. Does rejection of learners by educators lead to misbehaviour?			
19. Is the abolition of corporal punishment to blame for the discipline problems experienced in secondary schools?			
20. Do learners misbehave because they know educators cannot punish them?			
21. Do educators use discipline measures consistently?			
22. Does inconsistency in disciplining the learners contribute to lack of discipline?			
23. Can peer pressure influence the behaviour of the learners negatively?			
24. Do poor relationships amongst peers lead to discipline problems?			
25. Can the programmes which the learners watch on television influence the behaviour of the learners negatively?			

SECTION C: POSSIBLE SOLUTIONS

QUESTIONS	YES	NO	?
	3	2	1
1. Can good relationships between the children and their parents influence the behaviour of the learners positively?			
2. Can good relationships between the children and their educators lead to positive behaviour in class.			
3. Can good relationships amongst the learners contribute to positive discipline in school?			
4. Can regular communication between the parents and the educators help to solve disciplinary problems?			
5. Should discipline in schools be the responsibility of the educators and the parents?			
6. Can the school rules help to solve discipline problems?			
7. Should the school rules be developed by the educators and the learners?			
8. Can consistency in disciplining the learners help solve discipline problems?			
9. Will counseling help minimise discipline problems?			
10. Can rewarding desirable behaviour help to minimise disciplinary problems?			
11. Will developing special schools for children with behavioural problems help minimise disciplinary problems?			

GENERAL REMARKS

1.	In your opinion, which factors contribute to lack of discipline in secondary schools?

2.	What can be done to minimize discipline problems in schools?

SECTION C: POSSIBLE SOLUTIONS

QUESTIONS	YES	NO	?
	3	2	1
1. Can good relationships between the children and their parents influence the behaviour of the learners positively?			
2. Can good relationships between the children and their educators lead to positive behaviour in class.			
3. Can good relationships amongst the learners contribute to positive discipline in school?			
4. Can regular communication between the parents and the educators help to solve disciplinary problems?			
5. Should discipline in schools be the responsibility of the educators and the parents?			
6. Can the school rules help to solve discipline problems?			
7. Should the school rules be developed by the educators and the learners?			
8. Can consistency in disciplining the learners help solve discipline problems?			
9. Will counseling help minimise discipline problems?			
10. Can rewarding desirable behaviour help to minimise disciplinary problems?			
11. Will developing special schools for children with behavioural problems help minimise disciplinary problems?			

GENERAL REMARKS

1.	In your opinion, which factors contribute to lack of discipline in secondary schools?

2.	What can be done to minimize discipline problems in schools?